

# SIMMONS

Catalog 1993-94

Management

Communications

Economics

Psychology

Art and Music

Nursing

Women's Studies Biology

Philosophy

Mathematics/Physics/Computer Science

Sociology

Political Science

International Relations

History

Physical Education/Athletics

Chemistry/Pharmacy

Nutrition

Physical Therapy

African American Studies

Chemistry

Foreign Languages and Literatures

Other Programs

Education and Human Services

English

A Book of Choices





Photo by Bradford Herzog.

# **Simmons College Catalog**

## **1993-1994**



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Simmons College is accredited by the New England Association of Schools and Colleges, the American Chemical Society, the American Library Association, the American Physical Therapy Association, the Council on Social Work Education, the Interstate Certification Compact, and the National League for Nursing; and is approved by the American Dietetic Association.

All requests for application forms or for information should be addressed to the Director of Admission, Simmons College, 300 The Fenway, Boston, MA 02115. All other requests should be directed to the Registrar at the same address.

Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees as presently established. Admission to specific courses and programs will be dependent upon qualifications of students and the availability of instruction. Simmons College reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.



## Directory

Main College Building, 300 The Fenway,  
Boston 02115  
(617) 738-2000; after hours: (617) 738-2278

### Administrative Offices

Accounts Payable 738-3173  
Accounts Receivable 2121  
Admission 2107  
Alumnae/Alumni  
Relations 2125  
Archives 3141  
Associate Deans of the  
College 2105  
Bookstore 2212  
Business Manager 2117  
Cafeteria (Fens) 2130  
Career Planning and  
Counseling 2179  
Career Resource Library 3185  
Career Services and  
Student Employment 2115  
Comptroller 3170  
Computer Facility:  
Director 2127  
Programming 2128  
Operations 2129  
Computer Store 2960  
Continuing Education 2141  
Copy Center 2265  
Credit Union 2260  
Dean of Admission 2107  
Dean of the College 2105  
Dean of Graduate Studies and  
Social Sciences 3127  
Dean of Health Studies 3153  
Dean of Humanities 2256  
Dean of Sciences 3175  
Development 2131  
Dining Service/Cafeteria 2130  
Disability Services 2105  
Graduate Studies  
Admissions 3162  
Housekeeping 2294  
Human Resources 3168  
Library:  
Office 2242  
Circulation 2241  
Media Center 2243  
Microcomputer Lab 3256  
Reference 2244  
Mail Room/Switchboard 2213  
Maintenance 2140  
Mary Garland Center 3160  
Payroll 3172  
President 2101  
Public Information 2124  
Directions (recorded) to  
300 The Fenway 2200  
Receiving/Shipping 2150

Registrar 2111  
Security:  
Commons 2288  
Manager 2295  
Emergency 2277  
Library 3110  
Main Lobby 2280  
Parking Control 2297  
Science Center 2298  
Simmons News 3189  
Sponsored Programs 3126  
Sports Center 2274  
Student Accounts 2121  
Student Activities 3116  
Student Employment 2177  
Student Financial Aid 2138  
Student Government  
Association 3191  
Summer School 3131  
Supportive Instructional  
Services 2137  
Tennis 2297  
Treasurer 3170  
Vice President 2101  
Women's Center 3298

### Academic Departments/ Programs

African American  
Studies 738-3104  
Art 2145  
Arts Administration 2145  
Athletics 2240  
Biology 2191  
Chemistry 2181  
Stockroom 3146  
Children's Literature 2258  
Communications 2215  
Communications  
Management 2261  
Computer Science 2166  
Economics 3156  
Education and Human  
Services 2157  
English 2143  
Foreign Languages and  
Literatures 2152  
Health Care  
Administration 2211  
History 2160  
Institute on Women  
and Work 2149  
International Relations 3159  
Language Laboratory 3101  
Liberal Studies 2160

### Library and Information

Science:  
Admission 2264  
Dean's Office 2225  
Faculty Messages 2223  
GSLIS Library 2226  
Management 2201  
Management Graduate 2204  
Mathematics 2166  
Music 2145  
Nursing 2206  
Nursing, Graduate 2255  
Nutrition 2155  
OPEN 2166  
Philosophy 2164  
Physical Education 2238  
Physical Therapy 3180  
Physics 2168  
Political Science 3156  
Prince Retailing  
Program 2267  
Psychology 2171  
Social Work 2293  
Sociology 3156  
Upward Bound Program 2174  
Women's Studies 2161

### Residence Campus Offices

Campus Ministry Office 3121  
Dining Service 2246  
84 Pilgrim Rd.  
Director of Residence  
Life 3115  
305 Brookline Ave.  
Health Center 2251  
94 Pilgrim Rd.  
Mailroom 2908  
Maintenance 2247  
Manager of Residence  
Facilities 2248  
321 Brookline Ave.  
Quadside Café 3136  
54 Pilgrim Rd.  
Security Office 2278  
255 Brookline Ave.

### Residence

Student Directory  
Assistance 2285  
for Arnold, Dix, Evans,  
Mesick, Morse, North,  
Simmons, Smith and South  
halls

1993

## AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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## SEPTEMBER

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## OCTOBER

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## NOVEMBER

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## DECEMBER

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## JANUARY

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## August

2  
29  
30, 31

## September

1

1

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24

## October

11, 12

22

## November

5

11

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29

## December

13

14, 15

16, 17, 20-21

22

27

## January

16

17

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19

## February

11

21

## March

4

14

18

## April

8

18

## May

9

10, 11

12, 13, 16, 17

18

22

23

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## June

3

15

## July

4

5

## 1993-94 Undergraduate Academic Calendar

Tuition Due

New students arrive for Orientation

Orientation continues

Registration and check-in for

returning students

Final day to drop classes for a full refund

Classes begin

Labor Day Holiday

Final day to add a course

Columbus Day Holiday

Final day to drop a course

Registration begins for Spring 1994

Veterans' Day Holiday

Registration ends for Spring 1994

Thanksgiving recess begins at 3:30 p.m.

Classes resume

Final day of courses

Reading and review

Final Exams

Grades due by 12 noon

Tuition due for Spring 1994

New students arrive for Orientation

Martin Luther King Day Holiday

Registration and check-in for returning

students

Final day to drop classes for a full refund

Classes begin

Final day to add a course

Presidents' Day Holiday

Spring Break begins

Classes resume

Final day to drop a course

Registration begins for Fall 1994

Patriot's Day Holiday

Final day of courses

Reading and Review

Final Exams

Grades due for graduating students

Commencement

Summer Session I begins

Memorial Day Holiday

Registration ends for Fall 1994

Bunker Hill Day Holiday

Independence Day Holiday

Summer Session II begins

1994

## FEBRUARY

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## MARCH

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## APRIL

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## MAY

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## JUNE

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## JULY

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## AUGUST

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## The College

Simmons College is a private nonsectarian four-year institution serving some 1,335 undergraduate women and 1,750 women and men in graduate and related studies. It was founded at the turn of the century under the will of a Boston businessman who had a novel idea about the higher education of women. John Simmons believed that women should be prepared for lifelong careers in the world of work and human affairs.

Simmons College was chartered in 1899. When it opened its doors in 1902, it was one of the first colleges in the nation, if not the world, devoted to the career education of women.

The Simmons idea is not novel today; indeed, its time has come. Since the early 1900s there have been dramatic changes in society's attitudes toward women and in women's perception of themselves and what they contribute in every field of activity. Simmons College has not only kept pace with these changes, it has helped to shape them in its classrooms and by the example of its graduates in the careers they have undertaken and the leadership they have provided.

To be sure, Simmons was founded to prepare women for specific careers, either immediately upon graduation or following postgraduate education. But professional education is not enough to equip Simmons graduates for the lives they may expect to lead. It is for this reason that a Simmons education embodies the principles of a liberal arts and sciences education with professional preparation.

Simmons believes that this combination will make a graduate's employment more satisfying in itself, help her plan intellectual growth and advancement within her chosen career, and enrich her life outside of it.

The ways in which Simmons responds to these needs are detailed in this catalog. Flexibility and individual responsibility mark the curriculum. A student may concentrate (or major) in a single discipline

or professional field—English or education, biology or management. But undergraduates frequently combine concentrations, and the distinction between an academic and a professional field fades. Thus, a student may concentrate in English and communications, management and mathematics, biology and nutrition, and so on. Or she can create what is, in effect, a new concentration by combining groups of courses that previously have not been combined.

Independent learning is a central part of the Simmons experience. A low student-faculty ratio allows for individual attention: The professor will be closely involved in a student's work and she in her professor's. Most independent work comes in upperclass years, when a student has better defined the scope of her academic and career interests.

The larger community of metropolitan Boston is as important to Simmons students as the classroom, and much learning takes place off campus. Many of the departments include field work and internships as part of their regular course of study, or provide opportunities for field work, which students plan themselves. The office of a business or financial enterprise, a publishing house, a government department, a hospital, or a welfare agency—any one of these may play a major role in a Simmons education.

In these and other ways, Simmons strives to help the individual find her place in current urban society. The College is very much an urban institution, deeply involved in and committed to the solutions of the city's human problems, with programs and a location that make for a variety of associations. Simmons students go to nearby institutions for courses, field work, and volunteer or paid employment opportunities. Students from other colleges take courses or participate in activities at Simmons, and many women are enrolled in continuing education and professional programs at the College.



## The City and Beyond

The College has limited formal cooperative relations with the New England Conservatory of Music, Hebrew College, Emmanuel College, and Wheelock College. Also, some Simmons departments conduct portions of their academic work at neighboring institutions—hospitals, for example—and, on occasion, a student can make arrangements for work at still other institutions as part of her Simmons program. All of these arrangements are limited and must have prior institutional approval.

Often Simmons students look beyond Boston for study opportunities. The College has its own study abroad program at the Universidad de Córdoba in Spain. Under other approved foreign study programs, students may earn credits (taken over the span of a semester or a year) for a prescribed course of study at a foreign college or university. The College also participates in an exchange program with three other colleges in the United States. Double degree programs are offered in cooperation with Hebrew College and Massachusetts College of Pharmacy and Allied Health Sciences.

Simmons students may also enroll in the Washington Semester at American University in Washington, D.C. Each year a limited number of qualified undergraduates, usually juniors, study political science, economics, public affairs, and international relations in the capital with a group of students from colleges all over the country. Often this experience opens the way to summer employment and, possibly, a career in public administration.

Full-time Simmons students may apply for admission into the Army Reserve Officers' Training Corps (ROTC) Program offered by the Department of Military Science at Northeastern University. Simmons students are eligible to apply for two- and three-year ROTC scholarship assistance programs. Academic credit for courses taken in the

ROTC Program may not be transferred for use toward the Simmons degree. Interested students should contact the Professor of Military Science, Northeastern University, 430 Parker Street, Boston, MA 02215, or call (617) 437-2375.

## The College Community

Simmons College is first and foremost an academic community whose primary goals are to prepare students who are well informed, open-minded, and sensitive to values. To attain these goals we seek to create an atmosphere within which students may learn to become actively engaged members of society and to develop the resources to lead rich personal lives. We hope to achieve these goals through an active and continuing exchange of ideas among students and faculty and the general college community.

To insure that these goals are attained, Simmons has committed itself to the following principles:

Simmons College supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness.

It is the College's policy to administer its employment and personnel policies without regard to race, color, religion, national origin, sex, sexual orientation, legally recognized handicap, or veteran status.

All students are given equal access to the College's programs and resources. In accordance with applicable law, admission to the College's undergraduate baccalaureate program is reserved for women. The College is committed to admitting students of any race, color, or national and ethnic origin to all the programs and activities generally made available to students at the College, including scholarship and loan programs, athletic programs, and other College-administered social, educational and recreational programs, and student services.

Simmons College subscribes to the policies set forth in Section 504 of the

Federal Rehabilitation Act of 1973, which mandates equal opportunity for qualified handicapped persons in educational programs and activities.

Simmons College strives to insure that all decisions concerning hiring and promotion of faculty and staff, or the educational progress of its students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, religion, age, national origin, handicap, or veteran status.

Furthermore, Simmons College is committed to creating an atmosphere within which the diversity of its members' individual roles meets with understanding, respect, and encouragement, and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The College does not tolerate sexual harassment of employees or students.

Complaints of discrimination or harassment should be addressed to the Simmons College Vice President or applicable Dean for appropriate action.

Simmons students are actively involved in and concerned with the affairs of the College, and examine in a variety of ways the principles by which the institution is governed.

Students are regular participants in formal and informal discussions with the President, other administrators, and the faculty. Students also serve on faculty committees that work on problems of curriculum and College policy. The various academic departments keep in touch with student opinion through liaison meetings.

Individual responsibility is the foundation of the Simmons community. The Honor System is based on the premise that everyone can uphold responsible academic and social standards of conduct without supervision. A full description of the Honor System appears in the Student Handbook.

The student's enrollment at the College carries with it the expectation that she will abide by the Honor Code of

Responsibility and accept the standards of conduct and scholarship established by the faculty, students, and administration. The College reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior as outlined in the Student Handbook and other official College publications.

A student is responsible for her success at the College in yet another way. Enrollment in a course means a reciprocal agreement has been entered into between the instructor and student: The instructor is obliged to teach, to evaluate student work, and to be available for conferences during designated office hours; the student is obliged to complete all work by the assigned deadlines, to attend all classes, and to devote sufficient out-of-class time to course material, so that what happens in class reaches a mind prepared for that day's lecture, lab, or discussion. Three hours spent out of class in preparation for every hour in class is a reasonable expectation.

Attendance and punctuality are expected at all classes. There are no established College-wide penalties for absences, but the instructor will take attendance into account when evaluating the student's achievement. The responsibility for explaining an absence rests with the individual student, but she must understand that the instructor is not obligated to grant requests for make-up or supplementary work regardless of the reason for absence.

The only exception to this attendance policy is that any student who is unable, because of her religious beliefs, to attend class or to participate in any examination, study, or work requirement on a particular day will be excused and will be provided with an opportunity to make up the examination, study, or work provided that the makeup examination or work does not create an unreasonable burden on the College. This exception is in compliance with Chapter 151C, Section 2B of the general laws of Massachusetts.



While recognizing that some of a student's time might need to be set aside for outside employment and other non-academic obligations, College obligations—especially class attendance—must take precedence over all other commitments. In addition, attendance may be required at class meetings, lectures, or examinations scheduled at times outside the regular class hours.

For many students, substantial outside employment is a necessity. But a student who puts her paying job before her school work is cheating herself. The College thus urges a student caught between the demands of school work and a need for earning money to consider reducing her hours of employment and to consult with a Financial Aid officer. No one can set aside sufficient time and energy to do justice to a full course load, and at the same time work at a paying job for more than ten hours a week (for freshmen) or 15 hours a week for upperclassmen.

The College's practice in regard to student record keeping is based on the provisions of the Educational Privacy Act of 1974, and is intended to be a safeguard against the unauthorized release of information. Information on the Educational Privacy Act and students' rights under the law is available in the Student Handbook.

Simmons College subscribes without exception to the Campus Security Act of 1990. It is College policy to provide members of the College community with information, reports, and statistics as required by P.L. 101-502, to maintain working relationships with other law enforcement agencies to insure cooperation between different law enforcement jurisdictions, and to provide educational programs designed to increase crime and safety awareness among students, faculty, and staff. The College also provides annual statistics on reportable incidents which occur on its property. This and other campus security information can be found in the Simmons College Campus Security Services brochure, which is updated annually and is available in Sep-

tember of any given year.

In addition, data regarding retention at Simmons is available from the Registrar of the College, in compliance with P.L. 94-482. For information regarding the Campus Security Act, contact the Manager of Security at 738-2295. For information regarding graduation statistics, contact the Office of the Registrar at 738-2113.

An undergraduate student who wishes to withdraw from the College must notify the Registrar, in writing, in advance of her withdrawal. Students are urged to consult with a dean of the College and with their parents or guardians before making a decision to withdraw from the College.

Simmons College provides housing on a space-available basis for full-time undergraduate and graduate students interested in living on campus. Rooms on the campus are reserved for an entire academic year, and a student is expected to maintain her residence on the campus for that year. Any changes in room assignment during the year must receive prior approval from the Director of Residence. The College does not provide housing for part-time students or families. Permission to continue in residence following marriage must be secured from the Director of Residence. Residence hall housing policies are outlined in the Room and Board License Agreement and in the Student Handbook.

Full-time undergraduate students who wish to change their residence status after enrolling at Simmons must notify the Director of Residence. Students are urged to consult with their parents or guardians before making a decision to live off campus.

All students who live on campus are required to eat their meals at Bartol Hall at the regularly scheduled times. Special dietary arrangements for reasons of health are possible with the authorization of the College Medical Director. For an additional fee, resident students who wish to follow Kosher dietary guidelines can join the Kosher Kitchen, a small, student-run organization.



**The Office of the President** is responsible for the supervision of College activities and the determination of College policy. To implement those responsibilities, the Office, each year, develops a budget of College expenditures and income, and also recommends appointments of faculty, administration, and staff to the Simmons Corporation.

**The Offices of the Academic Deans** are responsible to the President for the College's academic departments and programs, faculty, budgets, curriculum development, and, especially, for matters pertaining to students who concentrate or elect courses in their areas: humanities, sciences, and social sciences. The departments and programs for which each Academic Dean is responsible are as follows: Dean of Humanities: Art and Music, English, Foreign Languages and Literatures, History, Philosophy; African American Studies, OPEN, Women's Studies.

Dean of Sciences: Biology, Chemistry, Mathematics/Physics/Computer Science, Nursing, Nutrition, Physical Education, Psychology; Pharmacy.

Dean of Social Sciences: Communications, Economics, Education and Human Services, Health Science for Physical Therapy, Management, Political Science, Sociology; International Relations, Prince Program in Retail Management.

**The Office of the Dean of the College** is responsible to the President for viewing and interpreting the overall impact of the College's educational mission and programs on its students. The staff of the Dean's Office functions collaboratively in order to implement the Office's primary objectives, which are to provide individual guidance for students and to assist them with the development of their ideas about the College and their related experiences. In addition, the staff advises disabled, foreign, and AHANA (African American, Hispanic, Asian, and Native American) students, and administers the

following programs: academic advising, commuter student advising, foreign student advising, retention, and domestic exchange. The Dean of the College coordinates the activities of the College's student services offices.

## Student Services

In keeping with its philosophy of individual study and career planning, the College maintains supplementary educational and personal services for its students.

**The Office of Supportive Instructional Services** is a learning resource center for both undergraduate and graduate students; it is the place to go when students want to put their best efforts into their studies. SIS offers a range of services: our study skills specialist offers general training in taking notes, test preparation, time management, and academic motivation. SIS study groups help students apply general learning strategies to the specific content of many introductory and some advanced courses, and SIS also provides tutors when a student needs individual work on a course.

In addition, SIS writing tutors help students work on course papers to strengthen their critical thinking and command of written English. An English as a Second Language specialist helps non-native speakers improve language skills and adjust to the American academic environment. Counseling for students with learning disabilities, academic assistance for the physically disabled, and coaching for the undergraduate computational competency examination are also provided. Many services are available on a walk-in basis, but appointments are strongly recommended.

**The Office of Student Financial Aid** administers federal, state, and institutionally funded financial aid programs to eligible students. This funding may make a Simmons education available to students who are unable to finance costs entirely on

their own. In addition, the Office determines eligibility for work in the Federal College Work-Study Program, which provides term-time and summer positions both on and off campus. Advising on financial planning and budgeting, as well as on sources of assistance outside the College, is also provided.

**The Needham Career Planning and Counseling Center's** staff offers personal and career counseling services to students who wish to discuss their concerns and questions with a staff psychologist or intern in psychology or counseling. Following an initial evaluation, the staff person will recommend appropriate ways of helping the student cope with these concerns. To assist students with their career and academic planning, the staff encourages students to utilize the career information located in the College's Career Resource Center. Consultation services are available to any student, faculty member, or administrator who is concerned about any member of the Simmons community. Personal and career counseling to students and consultation to the Simmons community are available on a confidential, cost-free basis.

**The Career Resource Library** is a specialized library for students, staff, and alumnae interested in exploring and researching career opportunities and academic programs. Resources in the Library include graduate and undergraduate college catalogs on microfiche, company annual reports, career information and planning files, books, pamphlets, graduate school test bulletins, and an Alumnae Contact File. In addition, the Center houses SIGI-PLUS, a self-directed career guidance computer program with thoroughly researched information about occupations, values, interests, skills, educational programs, and more. A librarian or reference assistant is available for consultation.

**The Career Services and Student Employment Office** assists undergradu-

ates, seniors, graduate students, and alumni at all stages of their career development. Experienced graduates who wish to evaluate and prepare for possible career changes as well as undergraduates who need assistance with identifying their interests, skills, and values in relation to making effective career decisions are encouraged to use the services of the Office. In groups or in individual appointments, students and alumni can receive help in preparing for a job search, identifying compatible employment, and focusing on long-term career goals. Annually, the Office lists almost 3,000 positions in business and industry, health and education, government, public affairs, and human services. Recruiters from these areas and others visit the College each year to interview seniors and graduate students for full-time employment. Recommendations from the Simmons faculty and former employers may be filed in this Office so they will be available when needed to support new job or graduate school applications.

The Student Employment area helps students who seek jobs during the academic year and during vacation periods. The Office maintains listings for both on- and off-campus employment funded either by the organization(s) or through the Federal College Work-Study Program. Internships and off-campus learning experiences are filed in the Office and circulated to academic departments.

**Institute on Women: Work, Family, and Social Change** is a new resource for Simmons College. It joins all members of the community in a common goal to study, share, support, and provide practical guidelines to women at all stages and ages of their lives as they respond to the many changes in contemporary society.

**The Office of Residence Life** strives to enhance and enrich students' residential experiences by providing services, programming, and support by qualified stu-

dent and professional staff. The staff includes peer Resident Advisers, Resident Directors, and central office staff. The Residence staff serve as liaisons, advocates, and mentors in nearly all aspects of the students' residential life. The office administers staff selection, training and development; student hall council training and advising; student room selection and assignment processes; residence campus policies and procedures; student committees; and the residence campus judicial board. Students are encouraged to contact residence life staff with any questions or concerns.

**The Student Activities Center** enhances the overall experience of students through their development of, exposure to, and participation in social, cultural, recreational, intellectual, and governance programs. The staff assists student organizations in event planning and organizational leadership. The SAC includes a Box Office through which T-passes, movie tickets, postage stamps, and copy cards are sold. Tickets to student-sponsored events and trips are also sold here. Students interested in Student Government, student organizations, academic liaisons, and/or all-campus programs are encouraged to stop by the SAC.

**Health Services.** The Health Center is located on the residence campus. Its walk-in clinic is open Monday to Friday from 8:00 a.m. to 5:00 p.m. A Registered Nurse is also on duty for urgent medical problems from 5:00 to 8:00 p.m., Monday through Friday. Walk-in clinic services are also available on Saturday and Sunday from 10:00 a.m. to 4:00 p.m., and a physician is on call for consultation when the Health Center is closed. The staff includes the Medical Director; Administrative Director; several staff physicians; a nurse practitioner; consultants in gynecology, dermatology, and orthopedics; registered nurses; and a laboratory technologist. Physicians and the nurse practitioner have daily office hours during the school year.

All undergraduate and graduate students must submit a health certificate to the Medical Director prior to registration. The College provides these forms through the Admissions Offices.

A compulsory Health Fee payment of \$338 annually (\$169 each semester) is required of all full-time undergraduates and those graduate students living on the residence campus. Other students not covered by the Health Fee may elect as well to use the Health Center by paying the Health Fee or on a fee-for-service basis. The health fee covers the use of all Health Center facilities during the undergraduate calendar year. The fee does not cover charges for prescription medications. Consultations with physicians outside the Health Center, as well as X-rays and laboratory tests not available at the Health Center (e.g., specialized tests or emergency procedures that may be necessary when there is no technician on duty), are also not covered by the Health Fee. Expenses associated with serious illness requiring hospitalization are the responsibility of each student. Because medical care in Boston is very expensive, attention to the provision of adequate accident and illness insurance for each student cannot be overemphasized. All full-time undergraduate and graduate students are required to carry basic medical insurance. We recommend that students carry catastrophic health insurance as well as the required basic medical insurance. Students and parents should check with their own insurance providers about adequate coverage, either through family/individual plans or with the student health insurance plan that is available from the College.

The Health Center is open during the undergraduate calendar year and is closed during all vacations.

**College Libraries.** The College Libraries' goal is to serve the varied information needs of the students, faculty, and staff of the College. The Libraries support the College's academic programs, and help provide for the research needs



of their patrons. They achieve this goal by acquiring and making readily accessible a wide variety of print and nonprint materials, and by offering intelligent and responsive readers' services.

The Simmons College Libraries consist of several major components, which contain nearly 250,000 volumes and 1,900 periodical subscriptions. Beatley Library, the main College library, houses the bulk of these titles, as well as a rapidly expanding collection of media materials. A comprehensive reference collection, plus special resources in areas such as women's studies and juvenile literature, are major assets of the Beatley Library. The Library staff provides in-depth reference service, interlibrary loans, and computer literature searching, and works closely with faculty to provide programs of library instruction. The libraries offer important automated services, including computerized circulation, an online catalog available in the library or by dialing into the system, periodical literature searching, and access to other libraries' computerized catalogs.

Microcomputers are available in a special Microcomputer Laboratory and Classrooms for students, faculty, and staff; assistance in their use is offered by student consultants.

The Media Center, located on the first floor of the Library, includes a video studio and editing facility, as well as a media lab for the production of slide-tape presentations and graphic materials. The Center provides the Simmons community with a variety of services, including media instruction and assistance in renting and acquiring media materials and equipment.

The College's Colonel Miriam E. Perry Goll Archives, located nearby in the Main College Building, houses a collection of historical materials relating to Simmons, and to the history of professional education for women.

The Career Resource Library, also located in the MCB, is a reference center

where students can explore and research various academic programs and career opportunities.

The Graduate School of Library and Information Science Library is a specialized collection containing both historical and current material on book publishing, library management, and information services. This library is located on the fourth floor of the Beatley Library building.

The Graduate School of Social Work, located at 51 Commonwealth Avenue, Boston, maintains a separate library of materials on social service and policy.

The Graduate School of Management Library was opened in 1983 to support the specialized needs of graduate management students. The facility is at 419 Commonwealth Avenue, Boston.

The Simmons College Libraries belong to the Fenway Library Consortium, which is composed of 14 nearby libraries. All members of the Simmons community have library privileges at the other 13 libraries, which include the Brookline Public Library, and libraries at Emerson, Emmanuel, Hebrew, Lesley, and Wheelock colleges; Massachusetts College of Art; Massachusetts College of Pharmacy and Allied Health Sciences; Suffolk University; University of Massachusetts at Boston; Wentworth Institute; the New England Conservatory of Music; and the Museum of Fine Arts.

**Physical Education/Athletics.** All first-year students must take four courses in physical education. Upperclass students may participate in any activities they choose. The new Sports Center opened in the spring of 1989. Specific information about physical education is on page 133.

In addition to physical education, the College has a competitive athletic program, including ten varsity sports—basketball, crew, cross-country, field hockey, sailing, soccer, swimming, tennis, outdoor track, and volleyball.

## The Alumnae Association

This independent organization is the connecting link between students and more than 17,000 Simmons graduates throughout the world. Students and alumnae work together on career interests, programs, and fundraising. Each year the Association gives two academic awards to seniors. There are 47 active alumnae clubs, which, with the Office of Alumnae and Alumni Relations at the College, address the educational and professional concerns of alumnae and provide scholarship aid through various on- and off-campus activities. Alumnae give important financial support to the College through annual, capital, and deferred gifts. They also offer mentor support and internships in their professional workplaces. The Student-Alumnae Association (SAA) involves undergraduates in activities and programs, familiarizing them with the important role alumnae play in the Simmons community.

## Admission

### Freshman Students

The students at Simmons come from most of the 50 states and more than 30 foreign countries. They represent a variety of religious, racial, and economic backgrounds. They have a variety of interests as well—in their studies and in their extracurricular activities.

To retain this diversity is the responsibility of the Committee on Admission, and this means its policies must be flexible, focusing on each applicant's qualities of scholarship and character. As the Committee selects the freshman class, it must be concerned with the student—what she can bring to Simmons and what Simmons can offer her.

The credentials that each applicant must submit are listed below. The most important is the high school record. A careful study of the number and level of courses that a student has taken, her grades, and her school's recommenda-

tion give the Committee an indication of the kind of work she can be expected to do in college.

What the student has to say about herself, in writing her application and during an interview, tells the Committee about her interests and the kind of activities to which she has devoted her time and energy.

Finally, the results of the required standardized tests help to complete the picture.

At regular meetings, the eight members of the faculty and administration who make up the Committee on Admission review each applicant's credentials. They bring their impressions together and select for admission those students who appear to be best qualified for Simmons.

### Application Procedure for Freshmen

Simmons offers two admission plans for freshman applicants:

1. **Early Decision:** Students who are firmly committed to Simmons as their first-choice college may choose to apply under the Early Decision Plan. There are two deadlines for Early Decision: The application deadline for Early Decision I is November 15, with notification of a decision no later than December 15. The deadline for Early Decision II is January 1, with notification of a decision no later than February 1. Students considered under the Early Decision Plan, if accepted, are committing themselves to enroll at Simmons, and must withdraw all other applications submitted to other institutions. A deposit must be returned to the Admission Office no later than January 15 for Early Decision I and March 1 for Early Decision II. Students not accepted under the Early Decision Plan will automatically be reconsidered with the remaining applicant pool.

2. **Regular Decision:** The application deadline for regular admission is February 1. Notification of a final decision will be received no later than April 15. Simmons subscribes to the National Candidate Reply Date of May 1.

## Required Credentials

1. **Application Form:** The Simmons application and a nonrefundable fee of \$35 should be submitted to the Admission Office for regular-decision candidates by February 1. Early-decision candidates should apply by November 15 for Early Decision I and by January 1 for Early Decision II. Students applying for the spring semester, which begins in January, should submit an application by December 1. The Common Application may be used in place of the Simmons form for students applying for regular decision.

2. **Application for Financial Aid:** The Simmons College Financial Aid Form, which is also available from the Admission Office, must be returned to the Financial Aid Office by February 1. Students applying under the Early Decision Plan should contact the Financial Aid Office for an Early Financial Aid Form. This form should be submitted to the Financial Aid Office by November 15 for Early Decision I and by January 1 for Early Decision II. Financial need is not a factor considered in the admission process. For further information about financial aid, see page 17.

3. **Tests:** Every applicant must take either the Scholastic Aptitude Test (SAT) or the American College Testing Assessment (ACT). Applicants whose native language is not English should see the test requirements for international students. All tests should be taken no later than the January testing date of the applicant's senior year. Scores should be reported to Simmons by the College Board. (The CEEB code for Simmons is 3761.) For information concerning these tests, write the College Entrance Examination Board at either Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701; or the American College Testing Assessment, P.O. Box 414, Iowa City, IA 52243.

4. **Secondary School Record:** A complete transcript from the secondary school is required.

5. **Recommendations:** The applicant

must submit two official recommendations from the high school she attends, one from a guidance counselor and one from a teacher. A student may submit additional recommendations if she so chooses.

6. **Personal Interview:** Each applicant should visit the College if possible. An interview is strongly recommended. The Admission Office is open for interviews Monday through Friday from 9:00 a.m. to 4:00 p.m., and on Saturday from 9:00 a.m. to 1:00 p.m. when the College is in session. Please make appointments as far in advance as possible.

7. **Deferred Admission:** Accepted students who are not able to attend Simmons the semester for which they were accepted may request to have their acceptance deferred to the next semester or the next academic year. Requests must be submitted in writing to the Office of Admission prior to the date the student is expected to enroll.

## Advanced Placement

Academic credit and/or advanced placement in courses taught at Simmons may be granted to students who have completed Advanced Placement courses in secondary school. Achievement in the Advanced Placement tests of the College Board is recognized as follows: Eight credits will be given for the score of five; four credits will be given for the score of four; possible credit will be given for the score of three upon the recommendation of the appropriate department after a review of the student's AP examination; no credit will be given for the scores of one or two.

## Honors Scholarship Programs

Simmons offers two academic scholarships for incoming students: The Freshman Honors Scholarship and the Dorothy Boulding Ferebee Scholarship. Students may be eligible for both, but may receive only one scholarship.



## **Freshman Honors Program and Scholarship**

Each year a number of entering freshmen with excellent high school academic records will be chosen as "Simmons Scholars" and awarded a \$4,000 annual scholarship for each of their four years at Simmons. In addition to receiving an award, students participate in the freshman Honors Seminar, a two-semester interdisciplinary seminar in the freshman year, and in a variety of other activities.

## **Ferebee Scholarship Competition**

The Dorothy Boulding Ferebee Scholarship is offered each year to a select number of incoming AHANA (African American, Hispanic, Asian, and Native American) students. All AHANA seniors in high school who have distinguished themselves academically, as well as in their co-curricular and community service, are encouraged to apply. Finalists will be selected and interviewed by the Dorothy Boulding Ferebee Scholarship Committee. Winners of the Scholarship Competition will be awarded \$4,000 for each of their four years at Simmons. The deadline for application is February 1.

## **Transfer Students**

Each year approximately 100 students with advanced standing are admitted into the College. Transfers are accepted for both the January and September terms. A transfer student is anyone who is enrolling in Simmons for the first time, and who has earned at least nine college-level credits at another accredited institution. The amount of credit awarded to an entering transfer student depends upon the requirements in her field of concentration, as well as upon the courses that she completed elsewhere. Credit is generally granted for courses comparable to Simmons courses that were successfully completed at another accredited institution. The student must have received a grade of at least C- to receive credit for a course. Transfer students must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of

credit while regularly enrolled at the College to be eligible for the Simmons degree. Students interested in nursing or physical therapy should contact the Admission Office before they apply to discuss requirements for these programs.

Students aged 23 or older should apply to Simmons through the Office of Continuing Education (the Dorothea Lynde Dix Scholars Program). Please see page 17 for details.

## **Application Procedure for Transfers**

**1. Application Form:** Each applicant fills out a form furnished by the Office of Admission and returns it with a nonrefundable fee of \$35 no later than April 1 for entrance in the fall semester. Notification of decisions will be made by May 15. Students who decide to enroll in Simmons College should submit a deposit no later than June 15. Students interested in enrolling for the spring semester should apply no later than December 1.

**2. Application for Financial Aid:** The completed Financial Aid Application Form must be returned to the Simmons Financial Aid Office by April 1 for the fall semester, and by December 1 for the spring semester. Financial need is not a factor considered in the admission process. For further information about financial aid, see the next section.

**3. Secondary School Record:** A complete transcript from the secondary school is required. The applicant should contact her high school directly for this information.

**4. Tests:** Standardized test results are required of each applicant. This requirement may be met by taking either the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Assessment. Scores of tests taken before college entrance may be used. For information concerning these tests, write the College Entrance Examination Board at either Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701; or the American College Testing Assessment, P.O. Box 414, Iowa City, IA 52243. International students whose primary language is not English must take the

Test of English as a Foreign Language (TOEFL) in place of the SAT or ACT. A minimum TOEFL score of 550 is acceptable for admission. Applicants who have not taken any of the above-mentioned tests should contact the Admission Office for information about alternative testing. In all cases, the applicant is responsible for having the test results forwarded to the Admission Office.

**5. College Record:** An official transcript from each college attended is required. When final grades are available, the applicant must file a supplementary transcript.

**6. Midterm Grade Report:** The Admission Committee requests that each applicant have her current instructors send midterm reports with her expected grades to the Admission Office. It is helpful to the Committee to have mid-semester grades if they are available.

**7. College Recommendations:** A recommendation from a faculty member and a letter of good standing from the Dean of Students at the applicant's present college are required. Forms for this purpose are included with the application materials. As directed on the form, the Dean of Students must also indicate the current academic status of the applicant.

The Simmons Admission Office keeps all credentials for two years. Therefore, applicants should notify the Office if they have previously applied to the College, as some of the required credentials may already be on file.

### **Advanced Placement for Transfer Students**

A transfer student must have taken the College Board Advanced Placement Examination before she matriculated at the college she attended as a freshman, and she must apply for credit no later than the end of her first semester at Simmons. She must also submit to the Registrar the official Educational Testing Service's verification of her scores. For additional information about Advanced Placement credit, please see page 14.

### **Second Baccalaureate Degree**

Qualified students holding a baccalaureate degree may be admitted to the College as a candidate for another baccalaureate degree. They are allowed to apply, where appropriate, up to a maximum of 80 credits from the first degree toward the second degree.

After admission to the College, students 22 years of age and under are subject to all the conditions that apply to transfer students. Applicants 23 and older apply through the Office of Continuing Education (now renamed the Dorothea Lynde Dix Scholars Program) and, once admitted, are subject to the policies that apply to these students.

### **The Simmons Semester in Boston**

The Simmons Semester in Boston Program allows men and women from other colleges and universities to spend one semester enrolled as visiting students at Simmons. All courses in the College curriculum are open to Simmons Semester students, assuming the prerequisites have been fulfilled and space is available. Housing on the Simmons residence campus will be available to visiting students on a space-available basis. Students who are in good standing at their home institutions are eligible to apply. In addition to an application, candidates must forward an official transcript from the college in which they are currently enrolled. Financial aid is not available for Simmons Semester students.

### **International Students**

Simmons College actively seeks out the most qualified students from every part of the world. Students who have completed or will complete the level of secondary education appropriate to beginning bachelor-level studies in the United States will be considered. Many students are eligible for advanced standing and college credit for certain secondary school examinations and certificates (such as A-level exams and the International Baccalaure-



ate). Write to the Admission Office for specific information. Transfer students from junior colleges, institutes, and private and public colleges/universities recognized by their local governments will also be considered candidates for admission and transfer credit.

Students who are not United States citizens or permanent residents are currently not eligible for financial assistance at Simmons College. Furthermore, they are required to submit evidence of financial support in order to meet U.S. Immigration and Naturalization Service regulations for obtaining an F-1 Student Visa. Students applying as freshmen (first-year students) are eligible to apply for the Freshman Honors Scholarship and for the International Presidential Scholarship (\$4,000 per year).

Students must demonstrate proficiency in English. If a student's native language is not English, she should arrange to sit for the Test of English as a Foreign Language (TOEFL). A minimum score of 550 is required. All students are also required to take the Scholastic Aptitude Test (SAT). Information on both of these tests may be obtained from Educational Advisers at USIS offices, Fulbright Commissions, United States Embassies and Consulates, and international high schools overseas.

Applications from International Students will be accepted on a continuing basis throughout the year and students living outside the United States will be notified of an admission decision as soon as it is made. An F-1 Student Visa eligibility document (I-20) will accompany the admission decision letter.

### **Continuing Education: The Dorothea Lynde Dix Scholars Program**

Simmons offers undergraduate education to women beyond the age of traditional college students (aged 23 or older) who seek a liberal arts and sciences background combined with professional career preparation. The Dix Scholars Program provides an opportunity for

them to complete or supplement their education on a flexible basis.

There are many reasons why women enter the program: to complete an undergraduate degree, to make up prerequisites for graduate school, to expand competence as a professional, to gain enrichment, or, for younger women, to take courses as a guest student from another college.

Qualifications for acceptance are flexible, although readiness and ability to handle course work at Simmons are important factors. Potential degree candidates range from those with no previous college work to those with up to 80 hours of transferable credits. Non-degree applicants are classified as Special Students.

Students in the Dorothea Lynde Dix Scholars Program enroll in regular undergraduate courses, and those working toward completing their undergraduate education receive the standard Simmons degrees.

The Dorothea Lynde Dix Scholars Program also advises students who are interested in the Bachelor of Science Degree Completion Program for Registered Nurses (see page 125).

Further information and individual counseling may be obtained from the Program Office (formerly the Office of Continuing Education).

### **Graduate Programs**

For information on admission to Simmons' various graduate programs, see page 158.

## **Financial Aid**

Simmons makes its educational opportunities available to as many capable, promising students as possible and welcomes applications from students who could not meet their expenses at the College without assistance.

The College believes that the amount of aid given a student should be based

upon financial need, and Simmons utilizes the College Scholarship Service of the College Entrance Examination Board. The Scholarship Service assists the College in determining need, and all applicants for assistance must submit a copy of the financial aid forms (FAFSA/FAF) to the College Scholarship Service. A copy of the family's Internal Revenue Service 1040 Form and a Simmons aid application also must be submitted to the College.

Financial aid is offered in the form of grants, loans, and part-time employment.

### **Grants**

Grants, with the exception of the Simmons Honors Scholarships, are awarded on the basis of need, academic achievement and promise, and personal qualifications. The number of students selected for grants each year is determined by the amount of money available and the needs of the applicant pool.

Once a student has completed her application for financial aid (see below), she is automatically considered for all awards administered by the College; she need not make special application for any one scholarship. The College offers grants in amounts up to \$13,600, and these grants result partially from nearly 175 named and special scholarships provided by generous alumnae and friends of the College. For scholarships donated by Simmons alumnae clubs, regional preference is given. Other Simmons scholarships are awarded based on the student's academic field of interest.

Federal Supplemental Educational Opportunity Grants administered by the College are from funds provided by the federal government, and are available to qualified high school graduates.

Federal Pell Grants of up to \$2,400 a year are provided directly to needy students by the federal government. All undergraduates are eligible to apply for a Federal Pell Grant by filing the FAFSA/FAF. Students receiving such grants must be registered for at least a half-time academic program. All Massachusetts resi-

dents must apply for a Federal Pell Grant in order to be considered for the Massachusetts State Scholarship Program.

State scholarship programs are another possibility that applicants should investigate. A number of states, among them Connecticut, the District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, and Vermont, offer grants that may be used within or outside the state at the college of the applicant's choice.

### **Loans**

Simmons College Loans are available to undergraduates who are studying on at least a half-time basis, and who, without such assistance, would be unable to meet their educational expenses.

Federal Perkins Loans, from funds provided partly by the federal government and partly by the College, are available to eligible full- and half-time students who are admitted into one of the College's regular programs.

Federal Stafford Loans (formerly GSL), authorized by the Higher Education Assistance Act of 1965, are available to eligible students after July 1, 1993 in amounts up to \$2,625 per year for freshmen, \$3,500 for sophomores, and \$5,500 per year for juniors and seniors through private commercial lenders, such as banks, credit unions, and savings and loan associations. Information about these loans can be obtained from participating agencies in the student's home area.

Federal Parent Loans for Undergraduate Students (PLUS) help parents to pay for their children's higher education by enabling them to borrow up to the cost of education minus other financial aid, per child, per academic year. Repayment starts within 60 days of disbursement, and loans are repaid over a maximum period of ten years. Further information and applications for Federal PLUS Loans can be obtained from a local bank or credit union.

Independent students are eligible to borrow under a similar program, the Fed-



eral Supplemental Loan for Students (SLS). These loans should be considered cautiously since repayment may be required while the student is still in college. Further information and applications can be obtained from a local bank or credit union.

Another program available to parents and students is the Family Education Loan program. Loans are offered to families at an interest rate of roughly 10 percent, with repayment beginning within 30 days of the date that funds are allotted, and extending for up to 15 years. The maximum undergraduate loan is the cost of education, minus any other aid the student receives.

In addition to these loan programs, there are several funds designed to help students during the semester when emergencies arise. These short-term loans are given in maximum amounts of \$100, and are available to students no more than once each semester. Two examples of this type of loan follow.

The New England Society in the City of New York makes available to deserving students of New England birth or ancestry small, temporary loans to meet emergency personal needs.

A fund for emergency loans was established by the Black Alumnae Committee to provide short-term, no-interest loans to students experiencing unexpected financial difficulty. The fund is named the Marva Alvita Spaulding Fields Student Emergency Loan Fund (SELF) in memory of "Vita," '72.

### **Part-Time Employment**

Simmons expects that most students will be able to work part time, on the campus or in the Boston area, to help meet college expenses. It is recommended that freshmen work no more than ten hours per week and that upperclassmen work no more than 15 hours per week, so that studying is not jeopardized by working hours (see page 8). Students interested in work opportunities should register with the Career Services and Student Employ-

ment Office (see page 10). The College participates in the Federal College Work-Study Program, which may be used in jobs both on and off campus.

### **Applications for Financial Aid**

Prospective freshmen interested in applying for financial aid should do so at the time of their application for admission. Early Decision applicants should submit the Early Financial Aid Form to the Financial Aid Office by November 15 for Early Decision I and by January 1 for Early Decision II. To be given priority consideration, the final date for filing Financial Aid Application Forms is February 1 for prospective freshmen and March 1 for current upperclassmen. The Simmons Financial Aid Application is available from the College's Admission Office; the FAFSA/FAF are available from the student's high school guidance office, or the College's Office of Student Financial Aid. Notice of awards will be sent by April 15 for new students, and by June 15 for those currently enrolled.

It is possible to receive financial aid for up to 128 attempted credits, provided the student maintains satisfactory academic progress, and annually submits all necessary application materials by the deadline. Simmons tries (depending upon program funding levels) to meet each financial aid recipient's need as determined on the financial aid forms. If available financial aid decreases in subsequent years, aid will be adjusted accordingly. Students **must file each year** an application for aid with the Director of Student Financial Aid and the financial aid form with the College Scholarship Service. These forms are available in the Office of Student Financial Aid.

### **Aid for Transfer Students**

Students transferring to Simmons are also eligible for financial aid as described above. However, awards are limited in number.

Transfers should complete a Simmons Financial Aid Application, Financial Aid

Transcripts, and the financial aid forms (FAFSA/FAF) at the same time that they apply for admission. Forms are included in the transfer admissions application available from the Admission Office. The FAFSA/FAF may be obtained at any college financial aid office. The deadlines for submitting the Transfer Aid Application Forms are April 1 for fall semester and December 1 for spring semester. Notice of awards will be sent by the end of June and December, respectively.

## **Registration and Financial Information**

General College policies, procedures, and charges regarding registration and financial matters are stated below. All students are responsible for being familiar with the regulations of the College. Special programs, Continuing Education, and other courses of instruction may have variations or additional stipulations affecting certain policies and special fees. For Graduate and Post-Baccalaureate Program information, please see page 160.

### **Registration: New Students**

New students register on September 1, 1993, for first (fall) semester, and on January 18, 1994, for second (spring) semester. An officially registered student is one who has completed the registration form per instructions, has obtained any necessary approvals, and has settled all charges with the Comptroller's Office.

New students who are not officially registered by the above registration dates are subject to an additional late registration fee of \$50 per course. Students who drop and add courses of equal semester hours on the same day during the first four weeks of classes will not be assessed this late registration fee.

No student may register for any course after the fourth Friday of either semester.

No student is officially registered, nor may any student attend classes, without account approval from the Comptroller's Office.

### **Billing: New Students**

Invoices (statements of student accounts) are mailed prior to July 10 for first semester and December 11 for second semester. They are sent to new students' permanent addresses as maintained by the Registrar's Office. Any student who does not receive a bill by these dates should request one from Student Accounts personnel in the Comptroller's Office. For new students who are accepted at the College after the respective billing dates noted above, all charges are payable when billed.

Tuition charges are based on the usual academic load of four courses valued at four semester hours each, which totals 16 semester hours. Students planning a course load other than this should notify the Registrar in writing prior to June 8 for first semester, and December 1 for second semester, so that a correct bill can be issued.

### **Registration: Returning Students**

Registration for returning students is held at the end of the preceding semester. For first (fall) semester 1993, registration will begin April 2, 1993, and continue through June 4, 1993. Registration for second (spring) semester will begin November 5, 1993, and continue through November 25, 1993. Registration for the first (fall) semester 1994 will begin April 8, 1994, and continue through June 3, 1994.

Any returning student who is not registered by the above registration dates is subject to an additional late registration fee of \$50 per course. Students who drop and add courses of equal semester hours on the same day during the late registration period will not be assessed this late registration fee.

No student may register for any course after the fourth week of either semester.

No student is officially registered, nor may any student attend classes, without account approval from the Comptroller's Office.



## Billing: Returning Students

Invoices (statements of student accounts) are mailed prior to July 10 for first semester and December 11 for second semester. They are sent to returning students' permanent addresses as maintained by the Registrar's Office. Any student who does not receive a bill by these dates should request one from Student Accounts personnel in the Comptroller's Office.

Invoices are prepared on the basis of submitted registration information. Students who do not register by the due dates noted in the preceding registration section are billed for the usual academic load of four courses valued at four semester hours each, which totals 16 semester hours. If applicable, the late registration fee of \$50 per course is assessed by the Registrar's Office to returning students who did not register by the dates noted above.

## Expenses

Tuition is based on a charge per semester hour of instruction. The basic tuition charge is \$478 per semester hour, and most courses of instruction are valued at four semester hours, or \$1,912 per course. Thus, the usual academic load of four courses, taken in each of two semesters of the academic year, amounts to 32 semester hours, for a tuition charge of \$15,296. In addition, all full-time undergraduates (12 or more semester hours per semester) must pay a \$338 Health Fee (\$169 each semester). The Health Fee entitles a student to the services of the Simmons Health Center, but does not include any accident and/or sickness insurance. The basic charge for room and board for undergraduates on the residence campus is \$6,740. All full-time undergraduates pay a \$160 Student Activity Fee, which supports a number of student-run activities and events.

For an undergraduate carrying the usual course load of 32 semester hours (four courses per semester), the following college budget is suggested:

	Resident	Commuter
Tuition	\$15,296	\$15,296
Residence		
(room and board)	6,740	—
Health Fee	338	338
Student Activity Fee	160	160
	<u>\$22,534</u>	<u>\$15,794</u>

Approximately \$440 should be budgeted for books and supplies. Commuting students should allow approximately \$870 for transportation and lunches. Additional expenses, such as travel, recreation, clothing, cleaning, and laundry, must be taken into account by the individual student.

## Payment Policies

College charges for tuition, fees, residence, and any prior balance must be paid in full each semester before a student may attend classes. A student's registration is complete and official when the student has completed the registration forms per instructions, has obtained the necessary approvals, and has settled all charges with the Comptroller's Office.

Students are urged to complete payment in full by the due dates of August 1 for first semester and December 28 for second semester. The College cannot assure that payments received after the due date will be processed in time to clear the student's official registration without some waiting or inconvenience.

Tuition, residence, and other fees are divided evenly between the two semesters. Students whose payments are received after the due dates will be charged a \$50 late payment fee.

Students who do not settle their accounts prior to the first day of classes will have their schedule cancelled, and will have to select courses on a space-available basis. If applicable, the late registration fee of \$50 per course will be assessed to students adding courses, as determined by the Registrar's Office.

Overdue accounts will be charged a delinquent fee of \$10, plus 1.5% (18%

annual rate) of the outstanding balance each month, until paid in full. A fee of \$25, in addition to the above Late Payment Fees, will be charged for any dishonored check.

Checks should be made payable to Simmons College and sent to Simmons College, 300 The Fenway, Boston, MA 02115, Attn.: Student Accounts; or presented at Student Accounts, Room C002, at the College.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include mailing transcripts, grades, references, and placement materials, and use of various offices and facilities. It should be noted that Simmons has no deferred-payment plans, and that all College charges are payable by the applicable due dates, or the late Payment/Registration Fees will be applied.

If the College refers a delinquent account to a collection agent or an attorney, these costs, plus administrative expenses associated with the collection effort, will be due and payable.

Many parents and students prefer to pay tuition and other fees in monthly installments, and have found satisfaction with programs offered by a number of banks and other reputable financial concerns offering services along these lines; newly accepted students and their families will often receive direct mail advertisements from such firms. Such arrangements should be made well in advance of the start of the academic year. The College is not able to control such offerings, has no financial interest in these offerings, cannot recommend any particular plan, and suggests that any tuition proposal be studied carefully before its terms are accepted.

The College does not participate in credit card programs such as MasterCard or Visa. Arrangements may be made for loans against such programs, with cash payment to the College by the applicable due dates.

**Tuition and Residence Deposits**

A Tuition Deposit of \$200 is required of all candidates upon acceptance. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A Residence Deposit of \$250 is required before a room can be reserved on the College campus. It will remain on deposit while the student is in residence. New students—freshmen and transfers—receive the bill for this deposit with their admission acceptance notice.

**Refund Policy: Tuition**

The College's general policy regarding tuition refunds to students is as follows:

1. The College provides all instruction (to be paid for prior to the beginning of each semester) on an academic-semester basis. Tuition refunds will be granted only through the first four weeks of a semester when specific conditions are met. The date that appears on the official Add/Drop Form filed with the Registrar is used to determine refund amounts. (Nonattendance in a class does not constitute withdrawal from that class.) Refunds are granted as follows:

<i>Official Course Withdrawal Form Filed</i>	<i>Percentage of Tuition Refunded*</i>
prior to the first day of classes	100 percent
by the first Friday of classes	80 percent
by the second Friday of classes	60 percent
by the third Friday of classes	40 percent
by the fourth Friday of classes	20 percent

\* Financial aid recipients who withdraw from the College, as opposed to withdrawal from a course as defined above, are subject to a different refund policy as determined under applicable federal regulations. This schedule is available in the Financial Aid Office.

2. Since different policies apply to financial aid recipients, those students should speak to an aid counselor before deciding to withdraw from courses. Recipients requesting refunds should apply through the Financial Aid Office; all other students apply through Student



Accounts' personnel in the Comptroller's Office. Refunds can only be granted on funds received at the College; they are processed ten business days after the receipt in Student Accounts of properly completed forms. Refund forms cannot be accepted until after check-in day.

3. Since Simmons College is subject to the U.S. Department of Education's federal refund formula, financial aid recipients who withdraw from any course(s) during the tuition refund period may not receive a refund of their payment, as defined by the College's tuition refund policy above. Students are encouraged to speak with a financial aid counselor before making a decision to withdraw from any course(s).

4. The Health, Activity, Field Work, and Laboratory fees, as well as the Tuition Deposit, are not refundable.

Questions regarding refunds should be directed to Student Accounts personnel in the Comptroller's Office.

### **Dropping a Course**

Registration reserves a student a place in class. This registration is binding, both financially and academically. Should a student decide not to attend class, written notification to the Registrar (per the Add/Drop Form, available in the Registrar's Office) is required. Notification received after the payment due date of a student's bill may result in the assessment of a late payment fee. Courses dropped on or after the first day of classes are subject to the above refund policy.

If a refund is desired after a course is dropped, a request-for-refund form must be submitted as outlined above under Refund Policy: Tuition.

### **Refund Policy: Residence Fees and Deposit**

A resident student is required to prepay all residence charges. If a student withdraws during the first four weeks of a semester, she will be refunded a prorated amount for raw food costs, starting from

the date she officially withdraws from residence with the written approval of the Director of Residence Life. No refund will be made after the Friday of the fourth week of the semester.

The Residence Deposit reserves a residence hall room for the entire academic year. This deposit is refundable in full upon graduation or upon notification by December 1 and March 30 that the student will not be returning the following semester. A student who withdraws from residence in mid-semester, but who has paid her bills, may receive her deposit in full upon written notification to the Director of Residence Life. (A first-year student who notifies the College on or before July 1 that she does not wish a room will receive a full deposit refund. Students accepted for the spring semester must notify the Director of Residence Life by December 1 to receive a full refund.) In addition, charges for damage or loss of College property attributed to the resident student may be assessed.

### **Illness and Accident and Mental/Nervous/Emotional Protection Plan**

Many parents and students have requested an option to protect their educational investment at the College from an accident, illness, or injury. Simmons is pleased to offer such a program through A.W.G. Dewar, Inc. For information about this plan, please write directly to A.W.G. Dewar, Inc., 50 Braintree Hill Office Park, Braintree, MA 02184. Please note applications must be made prior to opening day at the College.

## **The Educational Program**

### **The Goals of a Simmons Education**

In its undergraduate programs, Simmons College seeks to provide its students with a liberal education, which is important in itself and an appropriate context for professional study, to which it is equally committed. The curriculum is organized to enable the student to obtain from a

well-qualified faculty highly individualized instruction in a wide range of academic and professional areas. As a women's college, Simmons hopes to inspire in its students the self-confidence and spirit of independence that will permit them to lead rich personal lives and to give them the competence to become useful members of society.

The objectives of a Simmons education include preparing women to be well informed, open-minded, and sensitive to values; committed to learning as a continuing experience; thoughtful, analytical, and flexible in their approach to new information and new intellectual challenges; competent in at least one area of concentration or specialization, but responsive to the variety of opportunities open to the curious mind; adept at organizing ideas and expressing them clearly and persuasively; aware of career opportunities open to them; knowledgeable in at least one area related to their career objective; and successful in integrating their education with their personal and professional lives.

Simmons creates a supportive atmosphere within which the student may move toward the achievement of these objectives through an active and continuing exchange of ideas between herself and her peers, the faculty, and the general College community. This atmosphere is both formal and informal, offering the student an opportunity to develop a clear sense of her own abilities, as well as ways to use them creatively.

In keeping with these goals, the Simmons approach to liberal education is flexible, and the curriculum allows each student to develop a program suited to her individual interests and career plans. Students may select a field of concentration after completion of two semesters (32 semester hours), but must declare a concentration upon completion of five semesters (80 semester hours) of full-time study.

Students may plan a program of academic and career preparation by electing

a concentration in the humanities, the social sciences, or the sciences. Other students may choose to concentrate in one of the College's professional programs: communications, education, human services, management, nursing, nutrition, or health science for physical therapy. Most of the College's academic and professional programs offer field work or clinical experiences through which students may explore the nature, opportunities, and implications of a career field. In the humanities, for example, the History Department offers field work for students interested in discovering ways in which they may prepare for careers through the study of history. Students concentrating in philosophy enter a variety of professional and vocational fields. Students may pursue a career in the visual arts through undergraduate studies in the studio program or the arts administration program of the Department of Art and Music, and the graphic design courses of the Department of Communications. The Communications Department provides field experiences and internships with publishing, advertising, broadcasting, and television companies.

Some of the resources with which the College helps a student make her academic and career decisions have been mentioned earlier in the catalog—for example, the Career Planning and Counseling Center, the Career Services and Student Employment Office, and the Career Resource Library. Faculty advisers assigned to each student are key figures in this process. In addition, the field work and internships provided by many of the academic departments are also opportunities to test career areas and to consider the possibility of further professional study after graduation.

Simmons College itself offers graduate professional education in social work, library and information science, communications management, nursing, education, English, French, Spanish, health care administration, physical therapy (in conjunction with the baccalaureate degree),



management, liberal studies, and children's literature. For information about these programs, consult the graduate studies section of the catalog, beginning on page 158.

Students in good standing may arrange to study at a foreign college or university through the Simmons in Córdoba Program, the Institute of European Studies, or other approved study abroad programs (see page 84). For a limited number of students, one or two semesters of the sophomore or junior year may be spent on the Domestic Exchange Program at Mills College, Spelman College, or Fisk University. A limited number of juniors are eligible to apply for the Washington Semester at the American University in Washington, D.C. Plans for study through an exchange program or a program abroad should be made by the end of the sophomore year. In addition, Simmons offers double degree programs in cooperation with Hebrew College and Massachusetts College of Pharmacy and Allied Health Sciences.

### **Individual Program Planning**

To obtain a broad education, as well as depth of specialization, students must successfully complete a minimum of 128 semester hours before being graduated. Each student's program should be a carefully developed plan of study. This plan should include courses selected to fulfill 1) the competency requirements, 2) the liberal arts and sciences requirement, 3) courses required of and elected by the student in her field of concentration, 4) independent learning, 5) electives, 6) physical education, and 7) the designated writing requirement.\* The total program should be integrated so that each part reinforces the whole.

The liberal arts and sciences requirement is designed to provide breadth to the student's program of study. The requirement is satisfied by the completion of ten courses selected from the humanities, social sciences, and sciences.

*\*To be completed by students who entered the College in the fall of 1988 and thereafter.*

A minimum of two courses must be selected from each of the following three areas: humanities, social sciences, and sciences. No more than four courses may be selected from any one course category. (The list of course categories appears on page 29.)

The student is expected to take between 20 and 40 semester hours in a field of concentration, as determined by the department of the student's choice. Please note that in many academic and professional concentrations, there are courses that are prerequisite to the concentration. These prerequisite courses may be counted toward fulfillment of the liberal arts and sciences requirement, provided that they satisfy the liberal arts and sciences requirement's definitions and restrictions.

### **Independent Learning**

The independent learning requirement is an important component of a Simmons education. It constitutes a minimum of eight semester hours of a student's program. Independent learning emphasizes student initiative, planning, and implementation on a contractual basis with a faculty member. The student must assume the primary responsibility in this experience. She must choose a topic appropriate to her goals, define the problem, and carry out the work of the project. It is the joint responsibility of the student and her faculty sponsor to monitor the progress made in completing the project and to evaluate the experience.

There are several forms of independent learning opportunities available in the curriculum. These opportunities include, but are not limited to, independent study, senior thesis, integrative seminar, internship, and field work. Some of these experiences may be used to fulfill the College's independent learning requirement. Students usually satisfy the independent learning requirement in the area of their concentration; however, a student may develop, with the consent of her adviser and department, such an activity in any discipline appropriate to her program.

**Campus-based Independent Learning**  
**Independent Study:** Independent study courses are numbered 250 and generally include student-initiated work with the guidance of a faculty adviser resulting in a culminating paper or other substantial product.

**Senior Thesis:** Thesis courses are numbered 255. In addition to the criteria for 250, the thesis should be an extended piece of original work demonstrating familiarity with knowledge and methods of the field.

**Integrative Seminar:** These seminars, numbered 290-299, provide the opportunity for student initiative in developing an appropriate analytical construct and an approach to implementation. A student may combine an integrative seminar with previous field work or independent study, or initiate a topic for analysis to be pursued through subsequent seminars, independent study, or field work.

**Field-based Independent Learning**  
A student may take no more than 16 hours of total credit in internship and/or field work combined (courses numbered 270-279 or 280-289).

**Internship:** Internship courses are numbered 270-279. Students may elect an internship under the direction of both a College faculty member and a field director in either a profit or nonprofit institution. An internship requires a student to spend a continual period in the field, and must constitute at least half of a full semester's academic program. The student will be expected to conduct research and/or assume responsibilities in a professional role. Specific educational goals must be stated in advance of the student's work, and close supervision, both academic and professional, must be maintained on the site. Throughout her internship, the student has the opportunity and responsibility to attend regular progress meetings with her internship adviser and supervising field director.

**Field Work:** Field work courses are numbered 280-289. These courses give students an opportunity to put to use,

under the supervision of a Simmons faculty member, theoretical knowledge outside the college environment and outside the context of a formal course. Field work may take place concurrently with independent study or in an integrative seminar. Whatever the particular form or context, field work may satisfy the requirement as long as it serves as an independent or integrative experience. The educational significance of field work is determined by the student's analysis of the experience and by the evaluation of the supervising faculty member. In some departments, a field work experience is part of a standard course assignment.

In certain departments, the independent learning requirement is fulfilled by the successful completion of specific advanced courses that have been evaluated regarding their suitability for this purpose. See departmental catalog descriptions for courses that are so identified.

In addition to the options listed above, many departments offer individual study courses, which are numbered 199. These courses do not satisfy the independent learning requirement of the student's plan of study. Such courses allow a student to specialize in an area of her interest, may not duplicate material available through a course in a recognized curriculum, and should contribute to a coherent pattern in the student's academic program. Approval to take an individual study course must be given by the course instructor and the student's academic adviser prior to registration. A student may not take more than 16 semester hours of individual study courses during her baccalaureate program.

### **Concentrations**

Students may elect a single departmental concentration, or they may decide that a combination of concentrations may better enable them to pursue individual or career interests. The curriculum offers the following options:

1. A Concentration refers to a coherent sequence of courses administered by a single home department.



2. A Double Concentration means that the student fulfills two complete concentrations.

3. A Joint Concentration is a sequence of courses drawn from two home departments and advised and administered with the cooperation of both. An example is Math-Economics.

4. An Interdepartmental Concentration is broadly interdisciplinary, involving courses in two or more departments or programs. An interdepartmental concentration is coordinated by a specifically designated faculty member. Approved interdepartmental concentrations now in existence are African American Studies, Arts Administration, International Relations, and Women's Studies.

5. The Option for Personalized Educational Needs (OPEN) Program gives students the opportunity to design a concentration with the assistance of a faculty adviser.

### **The Option for Personalized Educational Needs (OPEN) Program**

The OPEN Program is designed for the student who believes that her academic and career objectives cannot be achieved through one of the listed concentrations or the joint or double concentrations.

Participation in the OPEN Program enables a student to work out an individualized concentration in accordance with her own educational needs and goals.

Students accepted into the OPEN Program are not subject to particular departmental or interdepartmental requirements regarding concentrations. But they must fulfill College degree requirements: liberal arts and sciences, independent learning, foreign language proficiency, competence in basic math skills, freshman writing, physical education, and Designated Writing.

The student interested in OPEN should schedule an interview with the Program Coordinator to discuss her ideas. Then she will be expected to develop, with the help of a faculty adviser, a detailed program of study built around a concentration designed to prepare her for her career objectives. This program must be approved by

the Coordinator before a student is admitted into OPEN. Further information may be obtained from David Browder, OPEN Coordinator, Simmons College.

### **Advisement for Undergraduate Study**

Members of the faculty from all departments serve as first-year student advisers. Whenever possible, freshmen are assigned to faculty advisers according to the student's probable area of study at Simmons. Freshmen advisers assist students in planning their academic programs, in interpreting the goals and objectives of a Simmons education, in explaining the College's degree requirements, and in helping freshmen seek assistance or information from appropriate College offices.

Upperclass students are assigned an adviser from department members in the students' declared concentration(s). These advisers guide students through departmental requirements while helping them to focus their study within the departmental offerings. Although the student is responsible for monitoring her progress toward fulfilling the College's degree requirements, faculty advisers are knowledgeable about the requirements and are also prepared to discuss career and graduate school possibilities for students concentrating in their academic disciplines.

### **Advisement for Graduate Study**

Certain faculty members are designated to serve as advisers to students who are interested in academic and professional graduate study. The names of these advisers may be obtained from the Career Services and Student Employment Office.

## **Degree Requirements**

The Bachelor of Arts degree is the baccalaureate degree conferred on students in all concentrations except those in the departments of Biology, Chemistry, Mathematics/Physics/Computer Science,

Nursing, Nutrition, Health Science for Physical Therapy, and Bachelor's Degree for Business Women, for which the Bachelor of Science is awarded. In the instance where a student completes a concentration in both the sciences and in the arts, she may choose either a Bachelor of Science or a Bachelor of Arts degree. It is not possible to earn two baccalaureate degrees simultaneously.

A candidate for a degree or a diploma is expected to complete satisfactorily the work of an approved program, including all required courses, within the normal number of college years. When a student withdraws for a period that would extend the work of her program beyond a normal length of time, the additional work required for satisfactory completion will be determined by the faculty. A student who temporarily withdraws must meet the degree requirements in effect at the date of her readmission to the College.

Any outstanding financial obligations to the College must be discharged before a degree or diploma can be granted.

**Requirements** for the award of Simmons' baccalaureate degrees are as follows:

- I. Writing and Thinking 101 and 102 or the equivalent.
- II. Competence in basic math skills, demonstrated in either of the following ways:
  1. by passing a proficiency test administered at the beginning of each semester; or
  2. by successfully completing Math 101 or Math 102.\*
- III. Proficiency in a foreign language, demonstrated in one of the following ways:
  1. by successfully completing eight semester hours of a foreign language on the second-year or

intermediate level (Note: students who are placed in a second-semester intermediate course, e.g., Frn. 202 or 210, or Spn. 202 or 210, complete the requirement with four semester hours.);

2. by passing a proficiency test administered at the beginning of the college year and toward the end of each semester; or

3. by receiving an appropriate grade on the Foreign Language Achievement Test of the College Entrance Examination Board.

- IV. Completing satisfactorily a full year of Physical Education (four classes for those who entered Fall 1990 and thereafter).
- V. Completing 40 semester hours of liberal arts and sciences as follows:

Humanities,  
eight semester hours;

Social Sciences,  
eight semester hours;

Sciences,  
eight semester hours.

In addition to the above, four additional courses (16 semester hours), are to be elected from the departments listed in the three areas (see following section). No more than four courses listed in any one department can be counted toward this requirement.

- VI. Designated writing course†, four semester hours.
- VII. Field of concentration, 20 to 40 semester hours.
- VIII. Independent learning under the supervision of a Simmons faculty member, eight semester hours.

\*Please note: This requirement must be fulfilled no later than the end of the student's third semester at the College.

†This requirement pertains to students who entered the College in fall 1988 or thereafter.



- IX. Completing 128 semester hours with a passing evaluation. Students must have a minimum Grade Point Average (GPA) of 1.67, to be calculated from all courses taken at Simmons using the letter grade system. Transfer students and those working toward a second baccalaureate degree must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit while regularly enrolled at the College in order to be eligible for the Simmons degree.
- X. Receiving the recommendation of the department or program adviser that the degree be granted. The student must complete one-third to one-half of the courses required for the concentration, including a substantial amount of advanced work, while regularly enrolled at Simmons so that her department can adequately evaluate her for this recommendation. Should a student transfer out of Simmons, but wish to receive the Simmons degree, she must have successfully completed a minimum of four semesters at Simmons and apply for her degree within four years after leaving the College. In this case, her independent learning requirement must still be met by registration in one or more courses at Simmons that satisfy the conditions for independent learning.

### **Choosing Courses that Fulfill the Liberal Arts and Sciences Requirements**

- I. **Humanities.** Courses that fulfill the humanities component include

the following categories: Art, Music, English, French\*, History\*\*, Russian\*, Spanish\*, Philosophy, American Studies, Women's Studies.

- II. **Social Sciences.** Courses that fulfill the social sciences component include the following categories: Economics, Political Science, Psychology, Sociology, African American Studies.

- III. **Sciences.** Courses that fulfill the sciences component include the following categories: Astronomy, Biology, Chemistry, Computer Science, Geology, Mathematics, Physics, and Nutrition.

Courses designated to fulfill the Writing and Thinking, Foreign Language, and Mathematics Competency requirements and those designated as individual study, independent study, directed study, field work, thesis, integrative seminar, or internship cannot be counted toward fulfillment of the Liberal Arts and Sciences Requirement.

### **Designated Writing Courses**

Designated Writing Courses (DWC) are writing-intensive courses offered by many different departments. They are intended to provide more writing practice than is usual in courses not so designated. Designated Writing Courses typically include frequent (usually weekly) writing assignments, some informal and ungraded. Normally such courses require at least one paper that is examined in draft form by the instructor and then revised by the student.

Students are strongly urged to fulfill the four-semester-hour Designated Writing Course requirement during the junior or senior year; in no case may a student receive DWC credit for a course taken during the freshman year. A Designated Writing Course elected in any department fulfills the college-wide DWC requirement. In addition, a Designated Writing Course may fulfill a requirement for the student's concentration or the

*\*In no instance will foreign language courses at the 101, 201, or 210 level meet the humanities requirement.*

*\*\*Students enrolled prior to fall 1988 may count history courses in either the Social Sciences or Humanities area (but not both).*

Liberal Arts and Sciences requirement, provided that the course satisfies the definitions and restrictions of those requirements.

For the academic year 1993-94, Designated Writing Courses are offered by the following departments and programs:

Biology, Chemistry, Communications, Economics, Education and Human Services, English, Foreign Languages (French and Spanish), Interdisciplinary Seminars, Management, Nursing, Nutrition, Philosophy, Physical Therapy, Political Science, Psychology, Retail Management, and Sociology. These courses are indicated in this catalog by (DWC) following the course title.

### Marks and Evaluations

The grading system is based upon 12 categories: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. In addition, a regularly enrolled Simmons student may take at most one four-credit course Pass-Fail in any given semester.

The following courses taken to satisfy a Simmons competency requirement may not be taken Pass-Fail:

English	Writing and Thinking 101, 102
Foreign Languages and Literatures	All language courses numbered 101, 102, 201, 202, 210 Level I or Level II language courses taken at another institution by a Simmons student while she is enrolled at the College
Mathematics	101, 102

A student may designate her grading options by filling out a form in the Registrar's Office. This may be done at any time from registration up to (but not after) the day designated as the final day to add a course in each semester. Any student who fails to do so will automatically receive letter grades.

The grading symbols are defined as follows:

- A = Excellent
- B = Good

C = Fair

D = Poor

F = Fail

P = Pass

F = Fail

AU = Formal Audit

W = Approved withdrawal

RW = Required withdrawal

In determining the general quality of a student's work, the following valuations are used: A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67, and F and RW = 0. Distinguishing between Pass and Fail implies that a course has minimum standards of performance. A student performing below the minimum standards receives an F and no credit for the course. Every student must obtain a minimum Grade Point Average of 1.67, to be calculated from all courses taken at Simmons using the letter grade system, to be eligible for the baccalaureate degree.

If a student using the Pass-Fail option receives a P in a course, she will receive credit for the course, but the P will not be averaged into her GPA. If she receives an F in a Pass-Fail course, she will receive no credit for the course, and the F will be averaged into her GPA as zero.

Special conditions concerning grading options, grades, and evaluations pertain to students enrolled in the Education and Human Services, Nursing, and Health Science for Physical Therapy programs. Students in these programs should contact their department faculty members for additional information.

The records of students who are experiencing academic difficulty are reviewed periodically by the Administrative Board, a faculty committee charged with monitoring the academic standards of the College. This includes the records of any student who has two or more failures in a semester (an RW is considered a failing



evaluation for these procedures); any student whose semester or cumulative Grade Point Average is below 1.67; any student who as a result of her achievement in Simmons Summer School has a summer or cumulative GPA of less than 1.67; any student who applies for a Leave of Absence or withdraws from the College after the eighth week of the semester; or any student whose overall record is considered marginal. The faculty has given the Administrative Board the authority to take whatever action is deemed appropriate to each individual's situation. Such actions may include a letter of warning, probation, continued probation, removal from degree candidacy, or exclusion. As a result of this review, special conditions may be imposed by the Administrative Board, in which case both the student and her parent or guardian (if the student is dependent) may be notified. Informal warnings of academic difficulty are forwarded to the Director of Supportive Instructional Services by individual faculty members throughout each semester at Simmons, and counseling and assistance are made available.

### **Academic Honors and Recognition Programs**

The **Freshman Honors Program and Scholarship** provides an unusual opportunity for students who have distinguished themselves academically throughout high school. The program includes an interdisciplinary honors seminar course in the freshman year and specially arranged co-curricular activities.

The **Dorothy Boulding Ferebee Scholarship** is offered each year to a select number of incoming AHANA (African American, Hispanic, Asian, and Native American) students. All AHANA seniors in high school who have distinguished themselves academically and in their co-curricular activities are encouraged to apply.

Both of these scholarships require a special application at the time of admission to the College (see page 15).

The **Simmons Boston Scholars Program** meets full tuition expenses for four years; scholarships may also cover fees, books, and related costs. Qualified high school seniors from the Boston Public School system may apply.

**Departmental Honors Programs** are offered to qualified students by several departments. In general, these programs require the student to fulfill the following requirements: 1) to have a superior record in the concentration; 2) to present a thesis or project that has been approved by the department; and 3) to pass a general examination in core areas of the concentration.

The **Dean's List** was established to recognize undergraduate students' academic excellence. To be included on the Dean's List, which is compiled each semester, a student must have obtained a semester GPA of at least 3.50, must have earned at least 12 credits using the letter grade system, and must not have been found guilty of an Honor Code violation during that semester.

**Academy** is the honor society of Simmons College. Senior students who have demonstrated superior achievement according to the rules of the faculty may qualify for admission after completing at least 48 semester hours of credit at Simmons using the letter grade system.

**Departmental Recognition** is given by individual academic departments to recognize those seniors whom the department considers to have performed outstanding work in the department. Such recognition is included on the student's transcript, and designated Departmental Recognition.

**Degrees with Distinction** are granted to students whose achievement has certain qualities of excellence, who are members of Academy, and who have been given Departmental Recognition.

# Courses and Concentrations

## Academic Credit

A course that occupies one-fourth of the full-time effort of a full-time student enrolled in a regular four-year program, regardless of the actual number of class exercises, is assigned credit of four semester hours. A course that occupies a smaller fraction or larger fraction of a student's effort is assigned credit in the same ratio.

## Course Numbers

Course numbering at Simmons College is as follows: Courses numbered in the 100's and 200's are offered for undergraduate degree credit only. Within this range are included individual study (199), independent study (250), senior thesis (255), internship (270), field work (280), and seminar (290) courses. Courses numbered in the 300's are offered for both undergraduate and graduate degree credit. Courses numbered in the 400's and 500's are ordinarily offered for graduate degree credit only, and courses numbered in the 600's may only be used for credit toward the Doctor of Arts degree in Library and Information Science or the Doctor of Philosophy in Social Work degree. The digit following the hyphen in the course number represents the period in which the course is offered: 1 and 2 represent first and second semester, respectively; 0 indicates a full-year course; and S following the course number indicates a summer course.

## Interdisciplinary Seminars

Interdisciplinary seminars are taught by two instructors from differing departments. Each seminar focuses on a specific topic, but responds to broad issues of contemporary importance. These seminars are not open to freshmen.

## IDS 102-2 Photography and Writing (DWC) 4 sem. hrs.

*Prereq.: Writing and Thinking 101; Com. 148 strongly recommended.*

The goal of this course will be to integrate photographs and writing into a creative and communicative expression of personal observation, experience, and feeling. Students will work on photography and writing separately at times, but the overall process will lead to unified works synthesizing the two. *Sills, Pei.*

## Departments

### Department of Art and Music

#### Art

The Department of Art and Music offers a concentration in art, an interdepartmental concentration in arts administration, and two concentrations in music.

Courses in art history and introductory studio art courses are designed to strengthen the student's perceptual powers and to develop articulate visual intelligence: in art history through study of works of art; and in studio work through direct practice in drawing and painting. Such study, based as it is on perception, complements the literary aspect of other areas in the humanities. The student in science and professional areas will also benefit from strengthening her power of visual thinking, and will discover that active visual imagination is crucial to creative work in other areas.

#### Concentration in Art

The concentration in art includes courses in art history and studio art practice. Either area may be emphasized, depending upon interest and career plans. Either emphasis is basic to further study at the graduate level in either art history or practice.

The study of art can lead to careers in a wide variety of fields, such as teaching, publishing, arts administration, museum or gallery work, commercial art and design, architecture, city planning,



painting and printmaking, etc. In many of these areas, the concentration in art would profitably be combined with a concentration in another area, such as English, history, philosophy, management, communications, or mathematics. The possibilities are so varied that the student is advised to consult with a member of the Department on possible combinations suitable for different career plans.

There is no strict sequence in which art history courses must be taken, although the introductory courses, Art 141 and 142, Introduction to Art History, are normally taken first. In studio art, eight semester hours at the introductory level are required prior to work in painting and printmaking.

**Requirements.** Students are required to take 28 semester hours in art (four of which may be replaced with a course in the philosophy of art), distributed as follows:

- art history courses, 8 sem. hrs.
- art practice courses, 8 sem. hrs.
- the remaining courses chosen from either art history or art practice, depending upon the student's interests.

### **Interdepartmental Concentration in Arts Administration**

The Department of Art and Music offers this interdepartmental concentration in conjunction with the departments of Management and Communications. This concentration provides an opportunity for students to prepare for careers in the arts other than the scholarly or art practice areas. Specifically, possible career areas include roles in management, public relations, promotion and marketing, budgeting, and art editing in museums, areas of public and corporate art activity, foundations, publishing houses, and art galleries. Field work in one of these areas is an integral part of Art 270, which is required. A concentrator has the choice of emphasizing management or communications. Departmental advising may be of assistance to students in

selecting the appropriate track for their career goals.

**Requirements.** Students are required to take 48 semester hours, 28 in art and 20 in either management or communications. In addition to the required art courses, one upper-level studio or art history course is strongly recommended.

### **Art**

The following courses are required for all concentrators in arts administration:

- Art 111 Introduction to Studio Art: Drawing
- Art 112 Introduction to Studio Art: Color
- Art 141 Introduction to Art History: Egypt to Mannerism
- Art 142 Introduction to Art History: Baroque to the 20th Century
- Art 270 Arts in the Community, plus one elective in art history

### **Communications**

The following courses are required for concentrators in arts administration who choose an emphasis in communications:

- Com. 130 Journalism
- Com. 135 Public Relations
- Com. 138 Editing Publications for Companies and Nonprofit Organizations

and two of the following courses:

- Com. 131 Article Writing I
- Com. 142 Video Production
- Com. 339 Advanced Public Relations
- Com. 341 Layout and Production
- Com. 345 Introduction to Graphic Design

### **Management**

Prerequisites:

- Eco. 100 Principles of Microeconomics
- Eco. 101 Principles of Macroeconomics
- Mth. 108 Introductory Statistics

Recommended Prerequisite:

- Mth. 109 Mathematics of Decision Making

The following courses are required for concentrators in arts administration who choose an emphasis in management:

- Mgt. 120 Financial Accounting
- Mgt. 121 Managerial Accounting
- Mgt. 133 Dynamics of Management
- Mgt. 134 Communications in Management

and one within the following tracks:

- a) Finance Management, which requires:
  - Mgt. 140 Managerial Finance

and recommends the following additional courses:

- Mgt. 220 Organizational Behavior
- Mgt. 221 Managing the Pluralistic Workforce
- Mgt. 225 Manager and the Law
- Mgt. 165 International Management

or

- b) Marketing Management, which requires:

- Mgt. 150 Marketing

and recommends the following additional courses:

- Mgt. 221 Managing the Pluralistic Workforce
- Mgt. 230 Consumer Behavior
- Mgt. 231 Managing Marketing Communications
- Mgt. 235 Marketing Research

## Courses

### Art Studio Courses

#### **Art 111-1, 2 Introduction to Studio Art: Drawing** 4 sem. hrs.

This basic drawing course requires no previous studio experience and was designed to introduce the student to basic pictorial concepts and techniques. Varied approaches to drawing, using figures, landscapes, and still life, will be studied. Through slide presentations, the student will be made aware of the cultural and historical context in which stylistic development takes place. *Oppenheim, Seller.*

#### **Art 112-1, 2 Introduction to Studio Art: Color** 4 sem. hrs.

Students will investigate the role of color in perception and in pictorial structure through studio work in painting. In addition to regular studio work, there will be frequent discussions of slides depicting works of art from different periods and cultures. The student will consider the relation between the cultural and historical situation of the artistic and stylistic development. This course requires no previous experience, although the student is strongly urged to take Art 111 first. *Seller.*

#### **Art 113-1, 2 Painting I** 4 sem. hrs.

Basic course in techniques of painting. Work will include still life, figure, and abstract painting. Emphasis will be on color as it relates to both individual expressive needs and pictorial structure. *Oppenheim.*

#### **Art 114-1, 2 Painting II** 4 sem. hrs.

Continuation of Art 113, with emphasis on individual determination of style and direction. *Oppenheim.*

#### **Art 115-1, 2 Silk-Screen Printing I** 4 sem. hrs.

A basic course in silk-screen techniques, including construction and preparation of screens and various methods of screen printing.

#### **Art 116-1, 2 Silk-Screen Printing II** 4 sem. hrs.

Continuation of Art 115, with emphasis on individual determination of direction and stylistic concerns.

#### **[Art 117-1, 2 Intaglio Printmaking I]** 4 sem. hrs. Not offered in 1993-94.]

A basic course in intaglio printmaking, including etching, drypoint, collography, aquatint, and engraving. Emphasis will be on the translation of individual drawing experiences into a variety of intaglio print methods. *Chandler.*

#### **[Art 118-1, 2 Intaglio Printmaking II]** 4 sem. hrs. Not offered in 1993-94.]

Continuation of Art 117, with emphasis on individual determination of style and direction. This course may be taken with no previous experience in intaglio printmaking. *Chandler.*

#### **Art 211-2 Advanced Drawing** 4 sem. hrs.

A continuation of Art 111, with work in figure, still life, landscape, and abstract drawing. Building on skills gained in Art 111, this course will emphasize graphic and conceptual inventiveness leading to the capacity for individually realized expression in various media.



## Art History Courses

### **Art 141-1 Introduction to Art History:**

**Egypt to Mannerism 4 sem. hrs.**

Study of selected works of painting, sculpture, and architecture representing major phases of Western culture from ancient Egypt through 16th-century Mannerism.

### **Art 142-2 Introduction to Art History:**

**Baroque to the 20th Century 4 sem. hrs.**

A continuation of Art 141 dealing with selected works of painting, sculpture, and architecture from the 17th-century Baroque to the 20th century, including both European and American works.

*Note: Art 141, 142 is designed as a two-semester sequence, but either course may be taken separately.*

### **Art 243-1 Art in Europe: 1750-1900**

**4 sem. hrs.**

Painting, sculpture, and architecture from the neoclassical movement of the late 18th century to Cézanne and Rodin. Emphasis on such artists as Delacroix, Monet, and Van Gogh.

### **[Art 244-2 20th-Century Art in Europe**

**4 sem. hrs. Not offered in 1993-94.]**

Painting, sculpture, and architecture in Europe from the Fauve and Cubist movements to the Second World War and after. Emphasis on such major figures as Picasso, Matisse, Mondrian, and Le Corbusier.

### **[Art 245-1 Art in the United States**

**4 sem. hrs. Not offered in 1993-94.]**

Painting, sculpture, and architecture in America from the Revolution to the present. Emphasis on such major themes as portraiture, romanticism, realism, and abstraction, and on such figures as Copley, Homer, and Pollock.

### **[Art 246-2 Art in the Age of Rembrandt**

**4 sem. hrs. Not offered in 1993-94.]**

Seventeenth-century art in Europe, with emphasis on Rembrandt and other major Dutch painters. Subsidiary attention to such major figures outside Holland as Caravaggio, Bernini, Rubens, Velázquez, and Poussin.

### **Art 247-1 Art in the Age of Leonardo da Vinci and Michelangelo 4 sem. hrs.**

Art of the Italian Renaissance, with emphasis on Leonardo da Vinci and Michelangelo. Subsidiary attention to a small group of other major figures, particularly Donatello, Botticelli, and Raphael.

### **Art 248-1 A History of Women Artists**

**4 sem. hrs.**

A survey of paintings, sculpture, and architecture of women artists from medieval times to the present, with emphasis on such major artists as Sophonisba Anguiscola, Artemisia Gentileschi, Elisabeth Vigée-Lebrun, Harriet Hosmer, Edmonia Lewis, Rosa Bonheur, Mary Cassatt, Berthe Morisot, Kaethe Kollwitz, Louise Nevelson, and Helen Frankenthaler.

### **[Art 249-2 History of Photography**

**4 sem. hrs. Not offered in 1993-94.]**

A survey of the history of photography covering major developments from the 1830s to the present. The medium will be studied in a broad cultural framework with concentration on images and ideas, and the cross-influence between photography and painting. Developments in art photography, documentary, and photojournalism will be covered.

### **Art 251-1 African Art: 3000 B.C. to the Present 4 sem. hrs.**

A survey of African art from 3000 B.C. through the present, including Egyptian, Ashanti, Benin, Dogon, Bambara, Ife, and Ethiopian art, as well as art from other African cultures.

### **Art 252-2 Arts of the Far East: China and Japan 4 sem. hrs.**

A survey of the cultural and aesthetic aspects of the arts of China and Japan.

### **[Art 253-2 Medieval Art: From Catacombs to Chateaux 4 sem. hrs. Not offered in 1993-94.]**

Often called the "Dark Ages," the Medieval period was in fact the "Age of Faith." This survey of architecture, sculpture, painting, mosaics, tapestries, and illuminated manuscripts from the third through 15th centuries will focus on the function of the object within its sacred or secular context. Related topics such as iconography, philosophy, chivalry, and mysticism will be covered.

### **[Art 255-2 African American Art 4 sem. hrs. Not offered in 1993-94.]**

A survey of the history of art, with a strong emphasis on the contribution of African people to American art culture, including special attention to the role of African people in developing world art. *Chandler.*

### **Art 199-1, 2 Individual Study 4 sem. hrs. Members of the Department.**

**Art 343-2 Seminar in 19th-Century European Art 4 sem. hrs.**

*Prereq.: Art 243.*

A seminar for advanced study in 19th-century European art with topics varying from Neo-Classical to Post-Impressionist art which provides greater in-depth study of movements and artists, and equips the student with greater knowledge of visual analysis, bibliographical study, individual research, and critical evaluations. Trips to museums and galleries included. *Faxon.*

**Art 250-1, 2 Independent Study 4 sem. hrs.**  
*Members of the Department.*

**Art 270-2 Internship: Arts in the Community 8 sem. hrs.**

An integrated seminar and internship designed to combine knowledge of and interest in art in a professional context. Field work will be in museums, galleries, and other institutions involved in the arts. Students will be required to keep a journal of their field work experience, and to submit it at the end of the course. Weekly reading assignments will be discussed at each seminar meeting. In addition, there will be three brief papers and one research paper. This course fulfills the independent study requirement. Internships are not permitted in the summer. *Cohen.*

## Music

Courses in music are designed as cultural enrichment for students whose principle interests are in other disciplines and for students considering a concentration in music. The introductory courses present a general appreciation of music by exploring traditional western music as well as the music of non-western cultures and provide an excellent background for the more specialized course offerings. Music has never been created in a vacuum. By its very nature, music absorbs prevailing musical, social, and expressive influences from many diverse cultures, thereby becoming truly international in spirit. Music courses develop the student's ability to listen intelligently to a wide spectrum of music from many traditions. This experience is extremely beneficial to a liberal arts education and will only

enhance the student's creative work and performance in the humanities, sciences, and other professional areas.

There is no strict sequence in which music courses must be taken. The introductory courses (Music 110, 120 or 121) are normally taken first.

Students who wish to take Music 200, private lessons at the New England Conservatory, are required to take Music 110, Music 120, or Music 121 before or at the same time as their first semester of applied music. Depending upon the student's musical background, it is possible to fulfill the course requirement for individual study with any Simmons music history or theory course, with the permission of the instructor. A student's proficiency upon any instrument or voice should be at an intermediate level or above. Therefore, a consultation with the music faculty is necessary before registration can be completed.

The department welcomes students wishing to develop joint concentrations with other departments, and such students should consult with the music faculty.

### Concentrations in Music

There are two concentrations offered in music: applied music (performance) and music history and literature. The study of music can lead to careers in a wide variety of fields, including: teaching, performance, arts administration, music editing and publishing, recording, programming for radio and television broadcasts, etc. In many of these areas the concentration in music would be enriched if combined with a concentration in another area, such as: English, communications, management, history, or others.

**Requirements.** Students are required to complete 32 semester hours, distributed as follows:

### Applied Music Concentration

applied music courses	16 sem. hrs.
theory or theoretical studies	8 sem. hrs.
music history and literature	8 sem. hrs.



## Music History and Literature Concentration

music history and literature courses

16 sem. hrs.

theory or theoretical studies 4 sem. hrs.

applied music courses 4 sem. hrs.

The remaining courses are chosen from either music history, theory, or applied studies, depending upon the student's interest.

## Courses

**[Mus. 110-1 Music Fundamentals 4 sem. hrs. Not offered 1993-94.]**

Designed as an introduction to the language of music in non-western and western traditions. Musical notation and terminology, tonal melodic singing and hearing, meter, rhythmic practice, and beginning concepts of harmony will be discussed. This course is especially beneficial as background for other courses offered within the Music Department.

**Mus. 120-1 Introduction to Music I: The Middle Ages to Early Romanticism 4 sem. hrs.**

A survey of the multicultural trends and innovations which occurred in international music from the Middle Ages to early Romanticism. Emphasis is placed upon listening to and understanding a wide variety of music. Topics include Hildegard of Bingen; cathedral composers of France, Italy, and Germany; Bach, Handel, Mozart, Beethoven, and others.

**Mus. 121-2 Introduction to Music II: Early Romanticism to the Present 4 sem. hrs.**

A continuation of Music 120, presenting material from early Romanticism to contemporary music. Emphasis is placed upon listening to and understanding a wide variety of music. Topics include: the influence of non-western cultures, such as African and Asiatic, on international music; work of women composers; ragtime, jazz, and musical theater.

**[Mus. 210-2 Form and Analysis 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: Music 110 or permission of the instructor.*

This course presents an in-depth look at how music is constructed in various nations and

cultures. Form, harmonic movement, motivic development, and other techniques of analysis are used to examine music from differing cultures and stylistic periods. An ability to read music is required; familiarity with the keyboard is helpful.

**Mus. 222-1 Music in America 4 sem. hrs.**

This course traces America's multicultural musical tradition including Native American, African American, and Hispanic contributions with consideration of related material such as painting, sculpture, architecture, dance, and literature. Special attention is given to work songs, jazz, blues, ragtime, concert repertoire, musical theater, and their influence upon European cultures.

**Mus. 226-2 Explorations in African American Music 4 sem. hrs.**

This course is designed to introduce the music of African Americans that is commonly known as spirituals, blues, gospel, rhythm and blues, soul and jazz. Through musical examples and discussion, the musical element of rhythm, as used by the African American, is seen as the most important element affecting American music today. The blues are seen as a way of making music, as well as a particular style of music developed chiefly from the African-American singing style. Musical examples from the earliest available African music to the sounds of current rock will be examined and discussed. *Formerly Mus. 126.*

**[Mus. 232-1 Music in the Age of Enlightenment 4 sem. hrs. Not offered in 1993-94.]**

The 18th century saw a change from Absolutism to the Enlightenment. Regular contact with Asian, Polynesian, and other cultures created a more inclusive, international style. Bach, Vivaldi, Haydn, Mozart, Beethoven, Goethe, Voltaire, Jefferson, Angelica Kauffmann, Copley, and Joshua Johnston, among others, will be discussed in the context of a changing world.

**Mus. 234-2 Music of the Romantic Tradition 4 sem. hrs.**

This course focuses on the influences of Asiatic culture on composers such as Rimsky-Korsakov, Debussy, and Puccini and the international and multicultural aspects of this age. Topics include the "romantic" artist, fascination with the macabre, and women composers: Clara Schuman, Fanny Mendelssohn-Hensel, and America's first well-known female composer, Amy Beach.

[Mus. 239-2 Paris in the Modern Age 4 sem. hrs. Not offered in 1993-94.]

The dawn of the 20th century in Paris witnessed a highly diversified gathering of artists, writers, and musicians. The ideas of many of these fascinating people will be examined. Topics include the influence of African culture, the Paris International Exposition, Debussy, Symbolism, Gertrude Stein, Stravinsky, Picasso, Matisse, Proust, and others.

**Mus. 200-1, 2 Individual Study** 4 sem. hrs. Private lessons with faculty of the New England Conservatory. Department approval required. *Members of the Department.*

**Mus. 250-1, 2 Independent Study** 4 sem. hrs. Individualized projects at an advanced level. *Members of the Department.*

**The New England Conservatory**  
*Performance studies and theoretical subjects regularly offered at the New England Conservatory may be elected for credit by qualified students.*

Under the provisions of an interinstitutional agreement between the New England Conservatory and Simmons College, duly enrolled students at Simmons College may elect to include in their programs for full credit certain courses normally offered by the Conservatory, subject to certain specified conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course at the Conservatory must be recommended by the Dean of Humanities to the Registrar. The student will then be referred to the Conservatory by the Simmons music faculty, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

## Faculty

### Art

**Robert Oppenheim, M.F.A.** *Professor of Art, Director of the Trustman Art Gallery, and Curator of the Simmons College Art Collection*

**\*Dana C. Chandler, B.S.** *Professor of Art*

**Joyce Cohen, Ed.D.** *Special Instructor in Art*

*\*On sabbatical leave entire year 1993-94.*

## Music

**Gregory Slowik, M.M.** *Special Instructor in Music*

**Penny Redfield, B.A.** *Staff Assistant for the Department of Art and Music*

## Department of Biology

Undergraduate specialization in biology provides the student with a basic background of knowledge that makes possible a variety of career opportunities. The biology courses in the Department are designed to help the student develop an understanding of the scope, the methods of inquiry, and the specialties of biology, as well as an appreciation of modern biological trends.

Undergraduate preparation in biology may lead to career opportunities in government, university, hospital, and commercial laboratories in areas such as animal and plant physiology, developmental biology, molecular biology, biochemistry, microbiology, immunology, ecology, and biotechnology. The curriculum also prepares the student for graduate study in biology and in such areas as public health, medicine, dentistry, veterinary science, and genetic engineering. Preparation in biology can lead to training in medical technology.

Cooperation with other departments in the College provides opportunities for joint programs, such as our concentrations in Biochemistry, Psychobiology, and Environmental Science. Certification for teaching biology at the middle school and secondary school levels is possible by enrollment in the Department of Education and Human Services' program.

### Concentrations in Biology

#### Conventional Track

For students desiring a broad education in the life sciences, ranging from the molecular and cellular level to that of populations and ecosystems, the conven-



tional track provides maximum flexibility in the preparation for careers in biology, biotechnology, and related fields, and serves as excellent preparation for graduate and professional schools.

**Requirements.** Students planning a program in biology may satisfy the core requirements by taking the following courses:

*Year 1* Bio. 113 General Biology I  
Bio. 115 General Biology II

*Year 2* Bio. 238 Animal Physiology  
Bio. 225 Cell Biology

*Year 3* Bio. 236 Genetics  
Bio. 345 Ecology

To complete the minimum requirements, students must take three more courses in biology, at least two of which must be numbered 300 or higher.

In the senior year, students must satisfy their independent study requirement by taking Bio. 250-1 and Bio. 250-2. Under unusual circumstances, the Department may approve the substitution of advanced courses that include independent study elements for this requirement.

**Prerequisites.** Students are required to take Chm. 111 or 113, 114, and 125, as well as Mth. 110 or its equivalent. Students interested in medical or dental school or in pursuing graduate study in certain areas of biology should plan to include Chm. 126. It is also strongly recommended that students elect one year of physics and additional courses in mathematics.

### Alternative Track

For students desiring a general science background with emphasis in biology, including in particular those interested in elementary or early childhood education, the alternative track is recommended. This track is not recommended for students planning on graduate school or research careers.

**Requirements.** Students taking the alternative track should enroll in Bio. 113 and 115, General Biology I and II, and Chm. 111, Introductory Chemistry, in their freshman year. In subsequent years, students should enroll in three biology courses numbered above 200, one of which should be either Bio. 345, Ecology, or Bio. 353, Marine Biology. Students must also take Phy. 105, Physics and Technology, or Phy. 110, Introductory Physics; and any two of the following:

Geo. 110 Introduction to Geology  
Ast. 110 Introduction to Astronomy  
Ntr. 110 Sociocultural Implications of Nutrition  
Chm. 112 Introductory Chemistry: Organic

The independent learning requirement can be satisfied by successfully completing Edu. 382, Student Teaching, or Bio. 250-1, 2, Independent Study.

### Joint Concentration in Biochemistry

The concentration in biochemistry is jointly administered by the Departments of Biology and Chemistry, and is designed for students with a strong interest in both chemistry and biology. The rapidly growing field of biochemistry involves the application of chemical concepts and techniques to the understanding of life processes in agriculture, medical research, biotechnology, nutritional research, and other areas at the interface of chemistry and biology. Students concentrating in biochemistry will be well equipped for professions in research and industry, as well as the pursuit of graduate study in biochemistry, medicine, genetics, and related fields.

**Requirements.** The program consists of a core of chemistry and biology courses beginning in the freshman year and continuing for the first three years, a choice of two upper-level elective courses in chemistry and/or biology, and a one-year Independent Study project culminating in a thesis. In addition, there are six prereq-

uisite courses in biology, chemistry, calculus and physics. See page 44 for the complete biochemistry curriculum.

### **Joint Concentration in Psychobiology**

Students whose interests span the fields of both biology and psychology may wish to consider the joint concentration in psychobiology jointly administered by the two departments. Psychobiology draws from subject matter in the physical sciences, social sciences, and mathematics, as well as the parent disciplines of biology and psychology. It serves as an excellent preparation for a career in psychobiology, graduate work in either of the parent disciplines, and for medical, dental, and veterinary schools.

**Requirements.** A core sequence of courses equally balanced between biology and psychology, and electives designed to tailor the concentration to the student's particular interest, are required for completion of the psychobiology concentration. The complete curriculum of required, elective, and prerequisite courses is listed on page 142.

### **Joint Concentration in Environmental Science**

Environmental Science is a joint concentration offered by the departments of Biology and Chemistry. This concentration recognizes the importance of environmental problems in the contemporary world and the expansion of career opportunities in this area. Environmental careers fall into three broad categories: Environmental Protection, Natural Resource Management, and Planning/Communication. With regard to career preparation, the Simmons concentration is most closely associated with the Environmental Protection area. This field depends particularly on the application of science to problems such as air quality, water quality, solid waste, hazardous waste, and habitat destruction. Persons pursuing careers in environmental protection need strong preparation in the basic sciences combined with the broad

outlook which tends to distinguish environmentally responsible development from narrowly focused projects that ignore environmental impact.

The environmental science concentration incorporates strong preparation in basic sciences (Biology, Chemistry, Physics, Statistics), four science courses with specific emphasis on environmental problems, and non-science courses which explore the relationships between environmental protection and economics and government. An internship in an environmental science laboratory or with an environmental protection agency/organization is encouraged.

For a detailed description of the Environmental Science concentration and curriculum, please refer to page 44.

### **Courses**

#### **Bio. 100-1 Human Biology and Social Issues** 4 sem. hrs.

*Not a prerequisite for further courses in the Department, except with the consent of the Department.*

The biological aspects of current social issues. Topics will include human health and disease, human genetics, growth of human populations, use of natural resources, ethics, and decision making in science. *Williams.*

#### **Bio. 109-S Biology and Behavior of Women** 4 sem. hrs.

*Not a prerequisite for further courses in the Biology Department. Not open to students who took Bio./Psy. 109.*

Biological factors that contribute to the sex identification and role of women in contemporary society. Emphasis on the genetic, developmental, anatomical, and physiological differences between the sexes, and the behavioral consequences of those differences. *Talentino, Lite.*

#### **Bio. 113-1 General Biology I** 4 sem. hrs. *Prereq.: Departmental placement.*

An introduction to cell structure and function, including biochemistry and metabolism. Also discussed are topics of early evolution of life on earth and diversity of life. *Staff.*

#### **Bio. 115-2 General Biology II** 4 sem. hrs. *Prereq.: Bio. 113 or equivalent.*

An introduction to reproductive biology is

followed by a study of mitosis and meiosis. The concept of the gene is traced from the Mendelian view to the molecular level. Regulation of gene expression, evolution, and ecology are also discussed. *Williams*.

**[Bio. 218-2 Biology of Organisms I**

**4 sem. hrs.** Not offered in 1993-94.]

*Prereq.:* Bio. 114 or equivalent.

Study of biological principles related to organismal biology, including the evolution, ecology, and structural and functional relationships of major invertebrate phyla and protochordates.

**Bio. 221-1 Microbiology 4 sem. hrs.**

*Prereq.:* one year each of college biology and chemistry.

Introduction to the biology of micro-organisms: bacteria, viruses, and fungi. Stress placed on control of microbial populations, systematic study, and use of quantitative methods. *Owen*.

**[Bio. 222-1 Biology of Organisms II**

**4 sem. hrs.** Not offered in 1993-94.]

*Prereq.:* Bio. 114 or equivalent.

Study of biological principles related to organismal biology, including the evolution, ecology, and structural and functional relationships of the vertebrates.

**Bio. 225-2 Cell Biology 4 sem. hrs.**

*Prereq.:* one year each of college biology and chemistry or consent of the instructor.

A thorough study of the cell is presented, including structure, function, cell diversity, and methods of analysis. Major biochemical pathways of the cell are examined in relationship to particular organelles. Laboratory exercises are designed to introduce a wide range of techniques used by cell biologists. *Lopilato*.

**Bio. 231-1 Anatomy and Physiology I**

**4 sem. hrs.**

*Prereq.:* one year each of college biology and chemistry.

An integrated presentation of the fundamental facts and concepts of human anatomy and physiology. Emphasis placed on the cellular basis of membrane excitability and hormone action, neurobiology, and musculoskeletal system and motor control. Laboratory includes histology, gross anatomy, and physiological experiments. *Lite*.

**Bio. 232-2 Anatomy and Physiology II**

**4 sem. hrs.** *Prereq.:* one year each of college biology and chemistry; Bio. 231 recommended.

An introduction to the structural relationships

and functional integration of major systems of the human body, with emphasis on reproductive, respiratory, renal, gastrointestinal, cardiovascular, and defense systems. Laboratory includes histology, gross anatomy, and physiological experiments. *Owen*.

**Bio. 238-1 Comparative Animal Physiology**

**4 sem. hrs.**

*Prereq.:* one year each of college biology and chemistry.

A comparative approach to the study of basic physiological processes, such as osmoregulation, nutrition, digestion, respiration, excretion, thermoregulation, and integration. *Talentino*.

**Bio. 336-1 Genetics 4 sem. hrs.**

*Prereq.:* Chm. 125 and Bio. 225, or consent of the instructor.

Study of the principles of classical and molecular genetics in both eukaryotic and prokaryotic genetic systems. Emphasis on problem solving to illustrate techniques of genetic analysis. *Lopilato*.

**Bio. 340-1 Plant Physiology 4 sem. hrs.**

*Prereq.:* one year each of college biology and chemistry.

An introduction to the physiology, biochemistry, and control of growth and development in higher plants. Topics include photosynthesis, hormonal regulation of development, transport mechanisms, plant tissue culture, nitrogen fixation, and plant-pathogen relations. *Staff*.

**Bio. 342-1 Topics in Behavioral Biology**

**(DWC) 4 sem. hrs.**

*Prereq.:* one year of college biology or consent of the instructor.

A study of invertebrate and nonhuman vertebrate behavior, including such topics as anatomical and physiological bases of behavior, effects of stress on behavior, genetics and ontogeny of behavior, courtship and aggression, communication, and migration. Open-ended lecture and laboratory with opportunity for long-range experiments. *Williams*.

**[Bio. 345-1 Principles of Ecology 4 sem. hrs.**

**Not offered in 1993-94.]**

*Prereq.:* one year of college biology or consent of the instructor.

Interrelations of plants and animals and the environment. Biological adaptations and biogeochemical cycles. Analysis of geographical, chemical, and biological aspects of the environment and their use in conservation, with emphasis on New England. Field work in mountain, marsh, bog, and rocky shore ecosystems. *Williams*.



**[Bio. 351-2 Immunobiology 4 sem. hrs.**

*Prereq.: consent of the instructor. Not offered in 1993-94.]*

A consideration of the basic principles of immunology, with applications of immunologic theory and techniques to microbiology, biochemistry, genetics, developmental biology, and evolution.

**[Bio. 353-1 Topics in Marine Biology 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: one year of college biology.*

Seminar on current studies in marine biology, with special reference to fundamental work on organic productivity, food chains, fishing resources, and whaling. Includes consideration of selected topics in physiological ecology of marine forms, with special emphasis on intertidal flora and fauna. See department chair for other course options in Marine Biology. *Staff.*

**[Bio. 355-2 Evolution 4 sem. hrs.**

*Not offered in 1993-94.]*

*Prereq.: Bio. 236 or consent of the instructor.*

A discussion of the mechanisms of evolution, with emphasis on the genetic aspects and the experimental approach to evolutionary problems. Discussion of mutation, natural selection, genetic drift, and evolutionary changes in natural populations, as well as the genetics of speciation and race formation. *Nickerson.*

**Bio. 356-2 Neurobiology 4 sem. hrs.**

*Prereq.: Bio. 218, Bio. 225, and Physiology, or consent of the instructor.*

A comparative study of nervous systems, with emphasis on evolutionary changes and cellular specializations in vertebrates and invertebrates. *Staff.*

**[Bio. 357-2 Molecular Biology 4 sem. hrs.**

*Not offered in 1993-94.]*

*Prereq.: Chm. 125 and Bio. 225 or consent of the instructor.*

An examination of gene structure and function, regulation of DNA, RNA, and protein synthesis, the control of gene expression, and the use of recombinant DNA technology as an investigative tool. *Lopilato.*

**Bio. 199-1, 2 Individual Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

*Members of the Department.*

**Bio. 250-1, 2 Independent Laboratory Research 4 sem. hrs.**

Open to seniors for fulfillment of independent study requirements. Usually taken for two semesters (eight semester hours) but may be elected for one semester (four semester hours) at the discretion of the faculty sponsor. *Members of the Department.*

**Bio. 360-2 Special Topics in Biology 4 sem. hrs.**

*Prereq.: consent of the instructor.*

An intensive study of a specific topic in Biology. The topic will vary from year to year, taking advantage of faculty expertise, student interest, and current developments in Biology. This year's topic is physiological ecology of animals living in extreme environments. *Talentino.*

## Faculty

**Karen A. Talentino, Ph.D.** Associate Professor of Biology and Chair of the Department of Biology

**Richard P. Nickerson, Ph.D.** Professor of Biology

**N. Sandra Williams, Ph.D.** Professor of Biology

**Jane Lopilato, Ph.D.** Assistant Professor of Biology

**Mary H. Owen, Ph.D.** Assistant Professor of Biology

**Randi S. Lite, M.S.** Instructor of Biology

**Arthur Skura, M.S.** Laboratory Supervisor

**Deborah Gordon, B.S.** Assistant Laboratory Supervisor

**Victoria Galloway** Staff Assistant

## Department of Chemistry

Chemistry offers opportunities for study and interpretation of natural phenomena of immense variety. Pressing social issues, such as public health, environmental deterioration, famine, and overpopulation, cannot be solved without attacking their scientific aspects. An education in chemistry prepares the student to serve society and its individual professions in these and many other ways.

Many career opportunities in education and industry require only a bachelor's degree. The chemical industry is

central to the American economy and offers employment in areas such as pharmaceuticals, environmental science, agricultural products, and plastics. Positions in private, governmental, and medical laboratories are numerous, but many B.S. chemists are also found in management, information science, sales, and other non-laboratory careers.

Graduate study opens career areas with greater responsibility and the opportunity for initiation and leadership of research work. An undergraduate chemistry concentration is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition, and food technology. It is also appropriate preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. The student interested in science education may combine her chemistry concentration with education leading, for example, to the MAT degree.

## Chemistry Concentration

### *Freshman year*

Chm. 113	Principles of Chemistry
Chm. 114	Organic Chemistry I
Mth. 110, 111	Calculus I, II

### *Sophomore year*

Chm. 125	Organic Chemistry II
Chm. 126	Quantitative Analysis
Phy. 112, 113	Fundamentals of Physics

### *Junior Year*

Chm. 131	Thermodynamics and Kinetics
Chm. 132	Quantum Mechanics and Molecular Structure
Mth. 120	Calculus III
Elective in Chemistry	

### *Senior Year*

Chm. 255-0	Independent Study and Thesis
Elective in Chemistry	

**Requirements and Facilities.** The required courses in chemistry normally completed by the end of the third year are Chm. 125, 126, 131, and 132. Concentrators are also required to take Chm. 255 (eight semester hours), to participate in Departmental seminars, and to elect at least eight semester hours from among Chm. 141, 143, 144, 146, 147, and 148.

Chemistry concentrators, after declaring their concentration, select one of the individual laboratory bench-study spaces in Science Center Room 430, where they carry out much of the rest of their work in chemistry. Grants to Simmons have provided the Department with instrumentation beyond the scope of that usually available at undergraduate colleges.

**Prerequisites.** Students considering a concentration in chemistry should take Chm. 113 and 114 during their first year. In some cases, students with little or no previous high school background may be advised to take Chm. 111 instead of 113. Mth. 101 or 102 will be recommended by advisers for students in chemistry who think they may need to review basic mathematical concepts. By the middle of the junior year, they should have taken Mth. 120 and Phy. 112 and 113.

**Graduate School Preparation.** The American Chemical Society (ACS) suggests a set of standards that it believes will prepare students for graduate study. To meet these standards, the student's program must include Chm. 141, Chm. 148, and either Chm. 146 or Chm. 147. The student is also advised to have reading knowledge of German or Russian and is strongly urged to take one (or both) of these languages if she intends to go to graduate school. Certification that the student's course program has met the ACS standards is not required for any career or graduate study; the standards are only a guide in planning a program that will make graduate study easier.

**Joint Concentrations.** In addition to the formal joint concentrations described,

there are informal concentrations that combine chemistry with education, mathematics, nutrition, and psychology. Chemistry has also been combined with communications and philosophy to lead to immediate careers or graduate study. To plan other joint concentrations, the student should arrange with her adviser to have someone from each of the relevant departments discuss with her a program suited to her particular needs.

### **Joint Concentration in Biochemistry**

The concentration in biochemistry is jointly administered by the Departments of Biology and Chemistry. The rapidly growing field of biochemistry involves the application of chemical concepts and techniques to the understanding of life processes such as the determination of hereditary traits, utilization of energy, propagation of nerve signals, and the molecular basis of physiological and pharmacological phenomena. Biochemists are involved in agriculture, medical research, biotechnology, nutritional research, and other areas at the interface of chemistry and biology. Students concentrating in biochemistry will be well equipped for professions in research and industry, as well as the pursuit of graduate study in biochemistry, medicine, genetics, and other related fields.

The program consists of a core of chemistry and biology courses beginning in the freshman year and continuing for the first three years, a choice of two upper-level elective courses in chemistry and/or biology, and a one-year Independent Study project culminating in a thesis. In addition, there are six prerequisite courses in biology, chemistry, calculus, and physics. The following list of requirements includes both the core and the prerequisite courses. A student may find it convenient to take Mth. 110 and/or Mth. 111 during the summer.

## **Requirements**

### *Freshman year*

Bio. 113, 115	General Biology I, II
Chm. 113	Principles of Chemistry
Chm. 114	Organic Chemistry I
Mth. 110, 111	Calculus I, II

### *Sophomore year*

Chm. 125	Organic Chemistry II
Chm. 126	Quantitative Analysis
Bio. 225	Cell Biology
Phy. 112, 113	Fundamentals of Physics

### *Junior Year*

Chm. 131	Thermodynamics and Kinetics
Chm. 147	Biochemistry
Bio. 357	Molecular Biology
Elective in Biology or Chemistry	

### *Senior Year*

Chm. 255 or	
Bio. 250	Independent Study
Chm. 290	Chemistry Seminar
Elective in Chemistry or Biology	

### **Joint Concentration in Environmental Science**

Environmental Science is a joint concentration offered by the Department of Chemistry and the Department of Biology. This concentration recognizes the importance of environmental problems in the contemporary world and the expansion of career opportunities in this area.

Environmental problems in contemporary industrial societies are broadly associated with patterns of consumption; these problems are social, economic, and political as well as technological in nature. Such problems can be understood and substantially ameliorated, if not always eliminated. Laws which enlist technology in the service of repairing earlier environmental damage and avoiding future hazards have led to new industries related to environmental protection and new employment opportunities in private industry, state, and federal government.



Environmental careers fall into three broad categories: Environmental Protection, Natural Resource Management, and Planning/Communication. With regard to career preparation, the Simmons environmental science concentration *is most closely associated with the Environmental Protection area*. This field depends particularly on the application of science to problems such as air quality, water quality, solid waste, hazardous waste, and habitat destruction. Persons pursuing careers in environmental protection need strong preparation in the basic sciences combined with the broad outlook which tends to distinguish environmentally responsible development from narrowly focused projects that ignore environmental impact.

The environmental science concentration incorporates strong preparation in basic sciences (Biology, Chemistry, Physics, Statistics), four science courses with specific emphasis on environmental problems (Bio. 345, Bio. 353, Chm. 138, Chm. 139), two economics courses which explore the relationships between market forces and industrial behavior, and the option of internship in an environmental science laboratory.

## Requirements

### Freshman year

Bio. 113	General Biology I
Bio. 115	General Biology II
Chm. 111	Introductory Chemistry
Chm. 112	Organic Chemistry

### Sophomore year

Bio. 238	Animal Physiology
Chm. 126	Quantitative Analysis
Phy. 110, 111	Introductory Physics
Mth. 108	Introductory Statistics

### Junior year

Chm. 138	Energy and the Environment
Chm. 139	Chemicals and the Environment
Bio. 340	Plant Physiology

Bio. 345	Principles of Ecology
Eco. 100	Principles of Microeconomics

### Senior year

Phl. 225	Moral Issues in Technology
Bio. 353	Topics in Marine Biology
Eco. 239	Government Regulation of Industry
Independent Learning/Internship	
Strongly recommended elective:	
PolS. 210	Public Administration

## Joint Concentration in Chemistry-Management

The chemistry-management joint concentration is designed for students who would like to apply their scientific interests to a business career. The concentration is appropriate for a variety of careers at the interface of the two disciplines, such as sales and marketing specialists for chemical and pharmaceutical companies, business officers in science-based industries or institutions, and scientific information to liaisons, for example in public relations, political advising, and lobbying.

The College Independent Learning Requirement is ordinarily fulfilled by Mgt. 270-Internship (8 semester hours) in a project related to the management or financial aspects of science-related organizations, such as science museums or hospital laboratories. These internships are identified by the Chemistry Department, approved by both departments, and administered by the Management Department according to the normal procedures of Mgt. 270.

In rare instances, the independent learning requirement may be fulfilled by Chem. 255 (8 semester hours) or by non-science-related internship in Mgt. 270.

### Freshman year

Chm. 113	Principles of Chemistry
Chm. 114	Organic Chemistry I
Mth. 110	Calculus I
Mth. 111	Calculus II

### *Sophomore year*

- Chm. 125 Organic Chemistry II  
Chm. 126 Quantitative Analysis  
Phy. 112 Fundamentals of Physics  
Phy. 113 Fundamentals of Physics  
Eco. 101 Principles of  
Macroeconomics  
Eco. 102 Principles of  
Microeconomics

### *Junior year*

- Chm. 131 Thermodynamics and  
Kinetics  
or  
Chm. 132 Quantum Mechanics and  
Molecular Structure  
Mgt. 120 Financial Accounting  
Mgt. 121 Managerial Accounting  
Mgt. 133 Dynamics of Management  
Mgt. 134 Communications in  
Management  
Mth. 108 Statistics

### *Senior year*

- Mgt. 140 Managerial Finance  
or  
Mgt. 150 Marketing  
Chemistry elective  
Internship/Independent Study  
Strongly recommended elective:  
Mgt. 290 Advanced Seminar

### **Double Degree Program in Chemistry and Pharmacy**

Under the provisions of an interinstitutional agreement with the Massachusetts College of Pharmacy and Allied Health Sciences (MCP/AHS), Simmons College offers a five and a half year program leading to baccalaureate degrees in both chemistry and pharmacy.

The option may appeal to students who become interested in pharmacy subsequent to beginning their undergraduate studies at Simmons, or to those who desire their initial college-level work to be as broadly based as possible before entering a specific professional area.

Pharmacy is an integral part of the health care community and industry. The B.S. degree in pharmacy, followed by

state licensing, leads to a variety of opportunities in community or hospital pharmacy, and in research, development, and marketing with pharmaceutical and cosmetic companies. The dual degrees in chemistry and pharmacy are especially good preparation for research, for graduate work in pharmacology, dentistry, or medicine, and for teaching science.

The Massachusetts College of Pharmacy and Allied Health Sciences, located on the corner of Longwood Avenue and Palace Road, was organized as a private institution in 1823 to educate men and women for careers in the profession of pharmacy. The MCP/AHS awards the B.S., M.S., and Ph.D. degrees in pharmacy and the professional degree of Doctor of Pharmacy. It is accredited by the New England Association of Schools and Colleges and the American Council on Pharmaceutical Education.

The curriculum for the double degree consists of three full years at Simmons; a fourth year that includes eight semester hours of independent study at Simmons, with the remainder of the course work at MCP/AHS; and an additional year, plus one quarter, at MCP/AHS.

Students fulfill the degree requirements of each institution; no degree is awarded until the entire program is completed. At that time, the student receives a B.S. in pharmacy from MCP/AHS, and a B.S. in chemistry from Simmons.

Licensure in pharmacy requires 1,500 hours of internship (practical pharmacy), plus a state board examination. About half of the internship, for which students may be paid, is carried out at pharmacies selected and approved by MCP/AHS. The student usually begins this after the junior year in summer or academic-year jobs. The MCP/AHS has adopted an a.m./p.m. course schedule, which facilitates academic-year internships. The balance of the internship requirement is met by satisfactory completion of three courses at MCP/AHS during the sixth year. These courses are referred to as clerkships or externships.

Both the state board and MCP/AHS monitor successful completion of the internship and evaluation of the student's performance by the registered preceptor. The state board examination is the final licensing procedure.

Interested students should talk with the Chair of the Chemistry Department as early as possible in their programs. Early contact is helpful for both advising for the proper prerequisite courses and for identifying the total number of potential double degree candidates.

Students apply for admission to MCP/AHS during their junior year through MCP/AHS's normal transfer-student admission process. Although MCP/AHS agrees to give qualified Simmons students preference, it has the right to determine the final suitability for entry into the professional pharmacy program.

### Double Degree Program in Chemistry and Pharmacy

(First three years plus Independent Study)

#### Year One

Chm. 111 or 113 General	Chm. 114 (Organic I) Mth. 111 (Calculus II)
Mth. 110 (Calculus I)	Bio. 115 (General Biology II)
Bio. 113 (General Biology I)	Elective
Elective	

#### Year Two

Chm. 125 (Organic II)	Chm. 126 (Analytical)
Bio. 221 (Microbiology)	Phy. 113 (Fundamentals)
Phy. 112 (Fundamentals)	Elective
Elective	Elective

#### Year Three

Chm. 131 (Physical)	Chm. 132 (Physical)
Chm. 147 (Biochemistry)	Mth. 108 (Statistics)
Elective	Elective
Elective	Elective

#### Year Four

Chm. 255-0 (Independent Study and Thesis)	Chm. 255-0 (Independent Study and Thesis)
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## Courses

### **Chm. 107-2 Chemistry of Drugs and Drug Action (DWC) 4 sem. hrs.**

A course for non-science students focusing on chemistry and biochemistry of drugs including a historical perspective and modern methods of drug design. After the chemical principles are introduced, the course uses a topical approach. Topics may include over-the-counter drugs such as diet pills, non-drugs such as tobacco and alcohol, and legal and illegal drugs. Six hours per week, variable lecture/laboratory. *Hartman.*

### **[Chm. 109-2 Chemistry, Society, and the Environment 4 sem. hrs. Not offered in 1993-94.]**

A course for non-science students, focusing on chemicals and chemical principles and their impact on our way of life. Topics include energy resources, environmental chemistry, chemistry in the arts, chemistry in the home, hazardous substances, and biotechnology. Six hours per week, variable lecture/laboratory.

### **Chm. 111-1 Introductory Chemistry: Inorganic 4 sem. hrs.**

Basic concepts with special reference to inorganic compounds, including chemical equations, the Periodic Table, chemical bonding, and equilibrium. No previous knowledge of the subject or sophisticated background in mathematics is assumed. The laboratory is designed to correlate with and amplify the lecture material and to familiarize the student with fundamental laboratory techniques including instrumental methods. Three lectures, one discussion period, and one laboratory per week. *Hartman.*

### **Chm. 112-2 Introductory Chemistry: Organic 4 sem. hrs.**

*Prereq.: Chm. 111 or 113.*

Designed for the concentrator in the paramedical or science-related field. Nature of the covalent bond, structure of organic compounds and their reactions and reaction mechanisms. Introduction to the structure and biochemical functions of compounds important to life. Three lectures, one discussion period, and one laboratory per week.

### **Chm. 113-1 Principles of Chemistry 4 sem. hrs.**

*Prereq.: a satisfactory score on the Simmons Chemistry Placement Examination.*

A quantitative development of a few fundamental topics: the mole concept, stoichiometry,



chemical equilibria in aqueous solutions, atomic and molecular theory, inorganic chemistry, and rates of chemical reactions. Emphasis on examples of environmental importance. The laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures, one discussion period, and one laboratory per week. *Soltzberg*.

**Chm. 114-2 Organic Chemistry I** 4 sem. hrs.

*Prereq.:* Chm. 111 or 113.

Fundamental concepts of atomic structure, hybridization, molecular orbitals, and structure of organic molecules. Survey of functional groups, classes of organic compounds, and their reactions. An in-depth mechanistic study of those reactions, involving energies, stereochemistry, equilibrium, and reaction rate theory. Three lectures, one discussion period, and one laboratory per week.

**Chm. 123-1 Introductory Chemistry:**

**Biological** 4 sem. hrs.

*Prereq.:* Chm. 112 or 114.

Builds on the organic background provided in Chm. 112. Study of carbohydrates, lipids, proteins, and enzymes and their metabolic role in living systems. Laboratory work includes the chemistry of foods and human nutrition. Three lectures, one discussion period, and one laboratory per week.

**Chm. 125-1 Organic Chemistry II**

4 sem. hrs.

*Prereq.:* Chm. 114; or 112 with consent of the instructor.

An extension of Chm. 114 to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three lectures, one discussion period, and one laboratory per week. *Piper*.

**Chm. 126-2 Quantitative Analysis**

4 sem. hrs.

*Prereq.:* Chm. 113; or 111 with consent of the instructor.

Theoretical principles and experimental practice of quantitative analysis. Topics include solubility, acid-base and redox equilibria and their application in potentiometric, gravimetric, titrimetric, and coulometric methods; spectrophotometry; ion-exchange and chromatographic separations; analytical data evaluation and computer data reduction. Three lectures and about six hours of laboratory per week. *Bowers*.

**Chm. 131-1 Thermodynamics and Kinetics** 4 sem. hrs.

*Prereq.:* Chm. 126 and Phy. 113.

Detailed treatment of the states of matter and the laws of thermodynamics (with applications to chemical and phase equilibria, and electrochemistry) and reaction kinetics and mechanism. Laboratory studies emphasize the application of concepts developed in the lecture. Three lectures and one laboratory per week. *Bowers*.

**Chm. 132-2 Quantum Mechanics and Molecular Structure** 4 sem. hrs.

*Prereq.:* Chm. 126 and Phy. 113.

The wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, molecular structure, and statistical mechanics. Spectroscopic and model (computer and physical) studies make up the laboratory work. Three lectures and one laboratory per week. *Soltzberg*.

**Chm. 138-1 Energy and the Environment** 4 sem. hrs.

*Prereq.:* Phy. 110, 111; Chm. 126; and Mth. 108.

This course builds an understanding of the characteristics of energy which underlie all processes in local and global environments. Topics include the energy balance of the earth, anthropogenic energy, and limits on efficiency. Equilibrium, steady states, and instabilities in open systems are introduced in the context of environmental systems. Problems of energy perturbations to the environment such as thermal pollution and the greenhouse effect are examined in detail. Three lectures and one laboratory per week. *Soltzberg*.

**Chm. 139-2 Chemicals and the Environment** 4 sem. hrs.

*Prereq.:* Phy. 110, 111; Chm. 126; and Mth. 108.

This course focuses on the complex interplay of the substances, both natural and synthetic, which make up our environment. Topics include geochemistry, including the atmosphere and oceans and chemical cycles in relation to the biosphere. Chemical perturbations to the environment are examined, with emphasis on air pollution, water pollution, and solid waste. Methods of modeling environmental systems will be examined. Three lectures and one laboratory per week.

[Chm. 141-2 Advanced Analytical Chemistry 4 sem. hrs. Not offered in 1993-94.]

**Prereq.:** *Chm. 131.*

An in-depth examination of the theory and practice of selected modern methods in analytical chemistry. Computer methods in the laboratory with emphasis on data acquisition and the use of computers for extracting information from noisy data. Specific areas of modern analysis include Fourier-Transform NMR, electrochemical analysis, GC-mass spectrometry, spectrophotometric methods, and flow injection analysis. Three lectures and one laboratory per week. *Members of the Department.*

**[Chm. 143-2 Advanced Organic Chemistry 4 sem. hrs. Not offered in 1993-94.]**

**Prereq.:** *Chm. 125.*

A selection of topics from synthetic and physical organic chemistry, beginning with a review of basic organic chemistry. Topics may include the synthesis of biologically significant molecules, Woodward-Hoffman rules, reaction intermediates, new synthetic methods, and biosynthetic pathways. Three lectures per week.

**[Chm. 144-2 Advanced Physical Chemistry 4 sem. hrs. Not offered in 1993-94.]**

**Prereq.:** *Chm. 131 and 132.*

An extension of quantum and statistical mechanics to more complex problems in spectroscopy, reaction kinetics, and statistical thermodynamics than those introduced in Chm. 131 and 132. Three lectures per week. *Members of the Department.*

**Chm. 146-1 Organic Spectroscopy**

*4 sem. hrs.*

**Prereq.:** *Chm. 125 and 126.*

Laboratory work emphasizes most of the important techniques used in the synthesis, separation, and characterization of organic compounds. Mass spectrometry and Fourier transform nuclear magnetic resonance spectroscopy (FTNMR) are applied to laboratory problems. Lectures cover major spectrometric techniques used in organic structural elucidation, including two-dimensional FTNMR methods. Three lectures and six hours of laboratory per week.

**Chm. 147-2 Biochemistry 4 sem. hrs.**

**Prereq.:** *Chm. 125 and 126 or consent of the instructor.*

Organizing principles of living systems, structure and function of proteins, sugars, and lipids, mechanism and kinetics of enzyme action, introduction to bioenergetics, and integration and control of metabolic pathways. Laboratory work emphasizes modern instrumentation

methods such as HPLC, NMR, GC-mass spectrometry, and spectrophotometric methods. Three lectures and one laboratory per week. *Hartman.*

**Chm. 148-1 Advanced Inorganic Chemistry 4 sem. hrs.**

**Prereq.:** *Mth. 120 and Chm. 132.*

Structural and dynamic aspects of inorganic compounds, including ionic crystals, transition metal complexes, organometallics, and electron deficient species. The course will include topics of current bioinorganic interest, such as metalloporphyrins, enzymes, nitrogen fixation, and essential trace elements. Three lectures and one laboratory per week. *Bowers.*

**Chm. 199-1, 2 Individual Study 4 or 8 sem. hrs. Members of the Department.**

**Chm. 250-1 or 2 Independent Study 4 or 8 sem. hrs.**

Selection of a research project involving scientific literature search and related laboratory work. *Members of the Department.*

**Chm. 255 Independent Study with Thesis (DWC) 8 sem. hrs.**

Selection of a research project involving scientific literature search, followed by laboratory work required for solution of the problem. The results of this work are presented in a thesis. *Members of the Department.*

**Chm. 290 Chemistry Seminar No credit.**

*Required of all full and joint chemistry concentrators.*

Other interested students are invited to attend. *Members of the Department.*

## Faculty

**Iclal Sirel Hartman, Ph.D.** *Professor of Chemistry and Chair of the Department of Chemistry*

**Peter George Bowers, Ph.D.** *Professor of Chemistry*

\*\*\***James Underhill Piper, Ph.D.** *Professor of Chemistry*

**Leonard Jay Soltzberg, Ph.D.** *Hazel Dick Leonard Professor of Chemistry*

**Carolyn Gosse Spodick, M.S.** *Special Instructor in Chemistry*

**Sherry R. Williams, Staff Assistant**

**Nora C. Friel** *Stockroom Assistant and Laboratory Technician*

\*\*\**On sabbatical leave second semester 1993-94.*

## Department of Communications

Concentrations within the Department of Communications equip students for careers in publishing, newspaper and broadcast journalism, public relations, advertising, and graphic design and production.

Internships and other independent learning experiences in the various fields of communications are available to students enrolled in all concentrations in communications.

### Concentration in Communications

The concentration in communications offers students a dual preparation in the written word and in the visual media.

**Requirements.** The sequence of 36 semester hours of required courses in the concentration in communications is normally taken in the following order:

- Com. 320 Communications Media
- Com. 130 Journalism
- Com. 341 Layout and Production
- Com. 345 Introduction to Graphic Design
- Com. 340 Copy and Proof
- Com. 131 Article Writing I
- Com. 334 Article Writing II
- or
- Com. 132 Advanced Journalism

The all-College requirement for independent learning is satisfied by Com. 270, Internship, or by eight semester hours taken among Com. 250, Independent Study; Com. 280, Field Experience; and Com. 350, Senior Project.

### Concentration in Graphic Design

The concentration in graphic design prepares students for graphic design positions primarily in the print medium, though individual design objectives can be accommodated. Admission into the concentration is contingent on demonstrated talent in Com. 345, which those intending to concentrate in graphic

design should take in the first semester of sophomore year.

**Prerequisites outside of Communications Department.** A total of 16 semester hours in the Department of Art and Music.

Twelve semester hours in studio art, to be fulfilled by the following courses:

- Art 111 Introduction to Studio Art: Drawing
- Art 112 Introduction to Studio Art: Color
- Art 211 Advanced Drawing

Four semester hours selected from the following courses:

- Art 142 Introduction to Art History: Baroque to the 20th Century
- Art 244 20th-Century Art in Europe
- Art 249 History of Photography
- Mus. 239 Paris in the Modern Age

**Requirements.** 40 semester hours in communications, which are normally taken in the following order:

- Com. 320 Communications Media
- Com. 130 Journalism
- Com. 345 Introduction to Graphic Design
- Com. 341 Layout and Production
- Com. 340 Copy and Proof
- Com. 148 Basic Photography
- Com. 349 Advanced Photography
- or
- Com. 149 Documentary Photography
- Com. 348 Intermediate Graphic Design: Typography
- Com. 346 Advanced Graphic Design
- Com. 347 Senior Seminar in Graphic Design

The all-College requirement for independent learning is normally satisfied by eight semester hours, chosen from the following courses:

- Com. 280 Field Experience
- Com. 250 Independent Study
- Com. 350 Senior Project
- Com. 270 Internship



**Elective.** If the prerequisites in the Department of Art and Music have been fulfilled, graphic design concentrators may elect one course at The School of the Museum of Fine Arts provided that the course does not duplicate any Simmons College course offering and is approved by the student's faculty adviser. Course work is supervised by a designated Communications faculty member under the title of Com. 199.

### **Concentration in Advertising**

The concentration in advertising is designed for students who are interested in advertising as a career and who have creative, selling, and analytical talents.

The courses in this concentration prepare women for positions in advertising agencies and departments as copywriters, marketing specialists and researchers, media specialists (buying advertising space and broadcast time), graphic production and layout personnel, advertising traffic expeditors, and account executives.

**Requirements.** 36 semester hours in communications, which are normally taken in the following order:

- Com. 320 Communications Media
- Com. 130 Journalism
- Com. 341 Layout and Production
- Com. 345 Introduction to Graphic Design
- Com. 340 Copy and Proof
- Com. 136 Marketing Communications
- Com. 137 Advertising Copywriting
- Com. 270 Internship

### **Required management courses:**

- Mgt. 150 Marketing
- Mgt. 231 Advertising Policies and Methods

*or*

- Mgt. 235 Marketing Research

Prerequisites for Mgt. 150: Eco. 100, Eco. 101, Mgt. 120, and Mgt. 133.

### **Concentration in Public Relations**

The concentration in public relations pre-

pares students for positions as editors of employee, customer, and institutional publications; directors of multimedia communication programs; public relations practitioners in business and public service organizations; and specialists in financial and international public relations.

**Requirements.** 40 semester hours in communications, which are normally taken in the following order:

- Com. 320 Communications Media
- Com. 130 Journalism
- Com. 341 Layout and Production
- Com. 345 Introduction to Graphic Design
- Com. 135 Public Relations
- Com. 340 Copy and Proof
- Com. 138 Editing Publications for Companies and Nonprofit Organizations
- Com. 339 Advanced Public Relations
- Com. 270 Internship

### **Required management course:**

- Mgt. 150 Marketing

Prerequisites for Mgt. 150: Eco. 100, Eco. 101, Mgt. 120, and Mgt. 133.

### **Interdepartmental Concentration**

For information about the communications-arts administration interdepartmental concentration, see page 33.

### **Post-Baccalaureate Program Leading to a Diploma in Communications**

This program can be completed in one year on a full-time basis or over a longer period on a part-time basis. It offers graduates of approved colleges, whose undergraduate programs have been largely academic, the opportunity to do concentrated studies in the basic skills required in editing, publishing, graphic arts, and the news media. Each student's program is planned in consultation with the Department faculty. Candidates who satisfactorily complete such a program are eligible for the Diploma in Communications.

A typical program (32 semester hours) includes the following courses:

Com. 130	Journalism
Com. 320	Communications Media
Com. 340	Copy and Proof
Com. 341	Layout and Production
Com. 345	Introduction to Graphic Design
Com. 350	Senior Project
Electives	Eight semester hours

## Graduate Program in Communications

For information about the Master of Science Program in Communications Management, see page 162.

## Courses

### IDS 102-2 Photography and Writing (DWC) 4 sem. hrs.

*Prereq.: Writing and Thinking 101; Com. 148 strongly recommended.*

The goal of this course will be to integrate photographs and writing into a creative and communicative expression of personal observation, experience, and feeling. Students will work on photography and writing separately at times, but the overall process will lead to unified works synthesizing the two. *Sills, Pei.*

### Com. 130-1, 2 Journalism 4 sem. hrs. Introduction to news gathering, news judgment, and news writing. *Corcoran, Ball.*

### Com. 131-2 Article Writing I (DWC) 4 sem. hrs. *Prereq.: Com. 130.*

*Prereq. or concurrent: Com. 340.*  
Researching and writing feature-length magazine and newspaper articles for publication. Study and discussion of published material; reading, discussion, and criticism of student work. *Corcoran.*

### Com. 132-2 Advanced Journalism 4 sem. hrs. *Prereq.: Com. 130, Com. 340.*

For students interested in news media careers. News coverage and writing techniques involving public and private sectors of contemporary society; includes study of theory of journalism. *Corcoran.*

### [Com. 133-1 Broadcast Journalism 4 sem. hrs. Not offered in 1993-94.] *Prereq.: Com. 130.*

Reporting, videotaping, script writing, videotape editing for the broadcast media. Students will go out on actual news and documentary assignments. *Staff.*

### Com. 135-1, 2 Public Relations 4 sem. hrs. *Prereq.: Com. 130.*

Institutional public relations and practical training in publicity procedures; analyzing clients' needs, outlining campaigns, and preparing and placing copy in the print and electronic media. Special attention will be given to applying public relations principles to industrial, educational, and community problems. *Beltz, Carroll.*

### Com. 136-1 Marketing Communications 4 sem. hrs. *Prereq.: sophomore standing.*

Explores the nature and role of communications in marketing, and the integration of advertising, direct marketing, public relations, personal selling, and sales promotion in the marketing communications plan. Emphasis on communications theory and analysis of marketing communications materials using various media to achieve the strategic marketing goals of a business or organization. The course considers the economic and social implications of promotion. *Carroll.*

### Com. 137-2 Advertising Copywriting 4 sem. hrs. *Prereq.: Com. 136.*

Problems and practice of writing advertising copy for radio, television, and print. Projects and critiques, leading to portfolio development with field trips to agencies and broadcast houses. *Staff.*

### Com. 138-1 Editing Publications for Companies and Nonprofit Organizations (DWC) 4 sem. hrs. *Prereq.: Com. 130 and 135.*

Various specialized types of editing and writing, including company or institutional newspapers, newsletters, magazines, annual reports, and personnel handbooks. *Beltz.*

### Com. 141-1, 2 Public Speaking 4 sem. hrs. Preparation and presentation of various types of speeches, including impromptu, extemporaneous, and manuscript. Emphasis on platform speaking and delivery, on developing fluency in expressing thoughts in public, and on improving critical listening ability. *Beltz, Mullins.*

**Com. 142-1, 2 Video Production** 4 sem. hrs.  
Explores the working methods and production of video documentary film making. Students view professional examples, then plan, shoot, and edit their own short nonfiction pieces in an attempt to begin to understand the variety of conditions that lead to the creation of a good, short video production. *White*.

**Com. 148-1, 2 Basic Photography**  
4 sem. hrs.

*Enrollment limited.*

An introduction to photography as visual communication. Basic camera and darkroom techniques, lighting, design, and composition in black and white. Planning and taking of photographs for various types of publications. *Jackson*.

**Com. 149-1 Documentary Photography**  
4 sem. hrs.

*Prereq.: Com. 148.*

An exploration of the medium of photography as a means of recording, describing, and interpreting. Students will be introduced to historical and contemporary photography and encouraged to develop their own approach to the photograph as message. Students will plan, discuss, and produce personal and creative photographic essays on themes of their choice, with the approval of the instructor. *Sills*.

**Com. 199-1, 2 Individual Study** 4 sem. hrs.

The student may do individual study under the guidance of a Department faculty member. The student meets with the faculty member at regular intervals for evaluation. *Members of the Department*.

[**Com. 249-1 Photojournalism** 4 sem. hrs.  
Not offered in 1993-94.]

Photographing for publication in newspapers and magazines. Short- and long-term shooting assignments will cover a wide range of material—from politicians and protests, studies of everyday life, to social commentary. The class will include critiques of student work and discussion of methods for doing background research, the use of the written word to establish context and augment meaning, and issues of purpose and opinion.

**Com. 250-1, 2 Independent Study**  
4 sem. hrs.

Qualified students may pursue writing, publishing, graphic design, photography, video tape production, and film-making interests beyond the limits of the listed courses. *Members of the Department*.

**Com. 270-1, 2 Internship** 8 or 16 sem. hrs.  
*Prereq.: Senior standing; declared concentration in communications, public relations, advertising, or graphic design; consent; and application (filed before October 15 for spring semester, and March 1 for summer or fall semester)*

A one-semester program providing off-campus, supervised practical work experience for students preparing for careers in communications. Students are placed in profit and non-profit organizations in positions that are closely related to their professional goals, and are required to spend between 16 hours (for 8 credits) and 35 hours (for 16 credits) a week at the sponsoring organization. All placements are approved and supervised by the Internship Program Director and are located in the Greater Boston area during the fall, spring, or summer semesters. *Carroll*.

**Com. 280-1, 2 Field Experience** 4 sem. hrs.

An 8-10 hour-a-week field placement in the Greater Boston area, based on the student's background and interests, which enables students to observe and research various career possibilities in the communications field. Field experience is available to students who have not yet fulfilled all of their departmental or interdepartmental requirements. Students must apply before October 15 for spring semester; March 1 for summer or fall semester. *Carroll*.

**Com. 320-1, 2 Communications Media**  
4 sem. hrs.

An introduction to communication arts and theory, involving analysis of media from the communicator's viewpoint. Numerous screenings supplement examples and exercises in film, video, multimedia, and graphic arts. *White*.

[**Com. 322-2 Advanced Public Speaking**  
4 sem. hrs. Not offered in 1993-94.]

*Prereq.: Com. 141.*

Preparation and presentation of persuasive speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedure.

**Com. 333-1 Media and the First Amendment (DWC)** 4 sem. hrs.

*Prereq.: Com. 130.*

An examination of the news media's first amendment rights and responsibilities. Libel, privacy, fairness, and objectivity are addressed, as well as current media issues. Discussion and research of the ethical and legal



ramifications of communications in a democratic society. *Ball*.

**Com. 334-1, 2 Article Writing II (DWC)**  
4 sem. hrs.

*Prereq.:* Com. 131, Com. 340.

Researching and writing of editorials, columns, reviews, and other forms of personal-style journalism. *Ball*.

**Com. 339-2 Advanced Public Relations**  
4 sem. hrs.

*Prereq.:* Com. 135.

A seminar in which a major survey or project is undertaken in conjunction with a profit or nonprofit agency in the Boston area. Strong emphasis on oral presentation, internal and external communication within organizations, and case studies. For public relations majors and others interested in organizational communication. *Beltz*.

**Com. 340-1, 2 Copy and Proof** 4 sem. hrs.  
Exercises and tests, based on *Words into Type*, to develop a professional attitude toward the problems of language usage and style in the preparation of copy for publication, and in the techniques and problems of reading proof. *Wood*.

**Com. 341-1, 2 Layout and Production**  
4 sem. hrs.

The techniques and processes that convert word and picture copy to the printed page. *Staff*.

**Com. 345-1, 2 Introduction to Graphic Design** 4 sem. hrs.

Introduction to basic vocabulary of design and formal design concepts. *Staff*.

**Com. 346-1 Advanced Graphic Design**  
4 sem. hrs.

*Prereq.:* Com. 345, 348.

Study of conceptual approaches to solving design problems. Structured to increase professional skills while developing individual design abilities. *Smiley*.

**Com. 347-2 Senior Seminar in Graphic Design** 4 sem. hrs.

*Prereq.:* Com. 345, Com. 346, Com. 348, senior standing.

Problems in various areas of the print medium structured to further develop students' visual sensibilities and conceptual and technical capabilities. Attention to professional issues, including portfolio development. *Smiley*.

**Com. 348-1, 2 Intermediate Graphic Design: Typography** 4 sem. hrs.

*Prereq.:* Com. 345.

A study of the history, theory, and uses of type. Emphasis will be placed on book design and the impact of type on posters. *Smiley*.

**Com. 349-2 Advanced Photography**  
4 sem. hrs.

*Prereq.:* Com. 148 or consent of the instructor.

Advanced and applied photography in black and white and color, with emphasis on craftsmanship, problem solving, and visual communications. Further emphasis is placed on developing the student's ability to apply creative thinking and contemporary techniques in executing meaningful and effective professional photographs for a wide variety of media and uses. *Jackson*.

**Com. 350-1, 2 Senior Project** 4 sem. hrs.

*Prereq.:* concentration in communications.

Each student creates a communications project and carries it from concept to final production. A variety of publishing and graphic arts projects are possible, along with slide shows, film, animation, videotape, photo essay, or advertising/public relations campaigns. *Members of the Department*.

## Faculty

**Deborah Smiley, M.F.A., M.B.A.** Associate Professor of Communications and Chair of the Department of Communications

**Lynda A. Beltz, Ph.D.** Professor of Communications

**Reginald L. Jackson, Ph.D.** Professor of Communications

**Robert F. White, M.S.** Professor of Communications

**Nancy Brown Carroll, M.S.** Assistant Professor of Communications and Internship Program Director

**\*\*James P. Corcoran, M.P.A.** Associate Professor of Communications

**Charles Herbert Ball, M.S.** Lecturer on Journalism

**Alden Wood, B.S.** Lecturer on Editorial Procedures

**Patricia Maurer** Staff Assistant

**\*\*On sabbatical leave first semester 1993-94.**

## Associates, 1993-94

**Carmen Baez**, Former President and CEO, Rapp Collins Marcoa, Boston  
**Hallie Baron**, Associate Director of Public Affairs, Dana-Farber Cancer Institute, Boston  
**Muriel Cohen**, Education Specialist, *The Boston Globe*, Boston  
**Muriel Cooper**, Director, Visible Language Workshop, Massachusetts Institute of Technology, Cambridge  
**William R. Diefenbach**, Account Supervisor, Hill, Holliday, Connors, Cosmopolis, Inc., Boston  
**Rehema Ellis**, Weekend Anchor/Reporter, WHDH-TV Channel 7, Boston  
**Susan Foley-Lepard**, Vice President, Clark & Company, Boston  
**Barbara Grigsby**, Director, Corporate Employee Communications, Bull HN Information Systems, Inc., Billerica  
**Lou Jones**, Photographer, Boston  
**Lisa Mullins**, Anchor/Reporter, WBUR 90.9 FM, Boston  
**Evelyn C. Noether**, Vice President of Design, Fine Fragrance Group, New York, NY  
**Richard Reed**, Creative Services Director, State Street Bank and Trust Company, Boston  
**Andrew Rodger**, Director, Worldwide Marketing Services, Computervision, A Prime Company, Bedford  
**Nancy Selig**, President, Selig Systems, Boston  
**Jack Thomas**, Television Critic, *The Boston Globe*, Boston  
**Karen Thomas**, President, Thomas Enterprises, Newark, New Jersey  
**Constance Louise Tree**, Consultant in Graphic Arts Development and Planning, Boston  
**Betsy Weaver**, Publisher, *The Boston Parents' Paper*, Boston  
**Diane White**, Columnist, *The Boston Globe*, Boston

## Department of Economics

Economics offers a distinct method of inquiry into human behavior and social organization. The science of economics provides an understanding of the conditions necessary for efficient and equitable resource allocation. Derived from this is a framework for analyzing a wide range of issues in terms of constraints, choices, and trade-offs.

Simmons' concentration in economics is designed to give students a strong foundation in economic theory and the opportunity to apply economic principles in a variety of contexts. An increasingly technological, industrialized, and interdependent society requires an understanding of its economic processes and problems. The concentration in economics provides students with an excellent background for careers in industry, finance, and government. Moreover, it prepares students for graduate work in economics, law, business, and public policy.

In addition to providing a thorough core curriculum in economics, the Economics Department has a special emphasis in the general area of public policy. Specific policy areas covered by the Department's course offerings include public finance and taxation, antitrust, regulation and deregulation, and environmental economics, as well as economic development and international economics.

Economics electives also include courses in managerial economics, labor economics, money and banking, econometrics, comparative economic systems, and political economy. The student's course work in economics can be complemented by courses in other departments. Many economics concentrators arrange internships specifically structured to develop and apply their skills and knowledge in a professional environment.

## **Concentration in Economics Requirements**

The courses required for the economics concentration are:

- Eco. 100 Principles of Microeconomics
- Eco. 101 Principles of Macroeconomics
- Mth. 108 Introductory Statistics
- Eco. 200 Intermediate Microeconomics
- Eco. 201 Intermediate Macroeconomics
- Eco. 203 Economic Models and Quantitative Methods
- 12 semester hours of economics electives
- 8 semester hours of internship or independent study

Eco. 100 and, subsequently, Eco. 101, are basic to all other work in economics. The two courses should be completed no later than the sophomore year by students considering a concentration in economics. Mth. 108 should also be taken early in the economics concentration; the Mth. 138-139 sequence can be used as a substitute for Mth. 108.

In addition to Eco. 100, Eco. 101, and Mth. 108, concentrators are required to complete Eco. 200, 201, and 203 and must also complete a minimum of 12 semester hours of economics electives. Eco. 200 is the intermediate-level counterpart to Eco. 100; Eco. 201 is the intermediate-level counterpart to Eco. 101; and Eco. 203 provides an overview of economic modeling and quantitative methods used in economic analysis. Normally, concentrators will complete Eco. 200, 201, and 203 by the end of the junior year. Mth. 110 may be used as a substitute for Eco. 203. Students using Mth. 110 are required to add a fourth economics elective to complete their economics concentration; such students should confer with the Eco. 203 instructor concerning the parts of Eco. 203 they might usefully review. Among the array of electives available, Eco. 303 (Econometrics) is strongly recommended for economics concentrators.

Economics concentrators must also complete eight semester hours of independent learning in order to fulfill the college-wide requirement. While the independent

learning requirement may be completed in other departments, students are encouraged to consider completing the requirement within the Economics Department. If fulfilled through Economics, the independent learning requirement can be met through any combination of Eco. 250 (Independent Study), 270 (Internship), 290 (Special Topics), and 303 (Econometrics). Eco. 250 and 270 cannot be counted toward the 12-semester-hour elective requirement for the Economics concentration; and if used for independent learning, Eco. 290 and 303 are not counted toward the 12-semester-hour elective requirement.

## **Joint and Double Concentrations**

Economics is complemented by a number of other fields of study in both the liberal arts and sciences and in the professional areas. The Economics Department cooperates informally with the College's other social science departments in offering courses in the areas of public policy and international relations. A number of economics students declare double concentrations, a practice that the Department encourages. Concentrations that are particularly attractive in combination with economics are political science, international relations, mathematics, management, finance, and communications.

Our concentrators use their economics as a springboard for a wide variety of careers and for a broad range of graduate study. For most such careers and graduate study, completing the requirements for the economics concentration provides a powerful base. Students specifically interested in pursuing graduate study in economics (to either the master's or doctoral level) should seriously consider bolstering the economics concentration with study in mathematics. This can be achieved through a joint economics-mathematics concentration or a double major in economics and mathematics.

The formal joint concentration in economics and mathematics is offered with the Department of Mathematics and administered by the Department of Economics. This specialization has arisen to



meet the needs of economics students realizing the increased role of mathematics and statistics in economic analysis. Also, for those students with good mathematical aptitude who do not wish to specialize only in mathematics, the joint concentration in economics and mathematics provides the opportunity to develop a field of applied mathematics.

## **Joint Concentration in Economics and Mathematics**

**Requirements.** Eco. 100, Principles of Microeconomics, and, subsequently, Eco. 101, Principles of Macroeconomics, are basic to all other work in economics and should be taken no later than the second year by all students considering the joint concentration in economics and mathematics.

Students electing this joint concentration are also required to complete the following courses: Eco. 200, Intermediate Microeconomics; Eco. 201, Intermediate Macroeconomics; Eco. 303, Econometrics; Mth. 110, Calculus I; Mth. 111, Calculus II; Mth. 120, Calculus III; Mth. 121, Calculus IV; Mth. 124, Linear Algebra; Mth. 138, Probability Theory; and Mth. 139, Mathematical Statistics.

Also required for the joint concentration in economics and mathematics is an internship or independent study of eight semester hours and at least two electives from the economics electives or from Mth. 136, Differential Equations, Mth. 130, Introduction to Real Analysis, or Mth. 146, Numerical Methods.

## **Courses**

### **Eco. 100-1, 2 Principles of Microeconomics 4 sem. hrs.**

The basic principles governing the behavior of individual firms and consumers in the microeconomy. An introduction to the primary laws of economics through a description of the price system under conditions of free competition, monopoly, and governmental regulation. Lectures and discussion. *Members of the Department.*

### **Eco. 101-1, 2 Principles of Macroeconomics 4 sem. hrs.**

*Prereq.: Eco. 100.*

An introduction to the principles and policies determining output, employment, inflation, and growth in national economies. Analysis of the banking system, money creation, government expenditure, taxation, and international influences as forces directing aggregate economic activity. Lectures and discussion. *Members of the Department.*

### **Eco. 200-1 Intermediate Microeconomics 4 sem. hrs.**

*Prereq.: Eco. 100, 101.*

An intermediate course in the theory of consumer choice, producer choice, market structures, general equilibrium, and welfare economics. Special emphasis on the efficiency of market allocation of resources and the causes of market failure. *Basch.*

### **Eco. 201-2 Intermediate Macroeconomics 4 sem. hrs.**

*Prereq.: Eco. 100, 101.*

An intermediate course in the theory, measurement, and application of national income and employment concepts, with particular attention to the effectiveness of recent fiscal and monetary policies in achieving price stability, full employment, and sustained economic growth. *Sawtelle.*

### **Eco. 203-2 Economic Models and Quantitative Methods 4 sem. hrs.**

*Prereq.: Eco. 100, 101.*

An introduction to the basic mathematical concepts and techniques most often used in economic analysis. Algebra and differential calculus are used to develop and analyze simple economic models of consumer and producer behavior and of national income determination. The technique of regression analysis, which uses data to estimate the parameters of economic models, is introduced. *Kenyon.*

### **[Eco. 214-2 Women and International Development 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: Eco. 100, 101 (or consent of the instructor). Students may elect either Eco. 214 or Eco. 216, but not both.*

A study of the theoretical and practical implications of considering development from the perspective of women. Feminist theories of patriarchy and gendered divisions of labor are used to reconceptualize Third World development issues. Policy debates about education, health care, and reproductive rights are also studied in this light. *Biewener.*

**[Eco. 216-2 Economic Development (DWC)**  
4 sem. hrs. Not offered in 1993-94.]

*Prereq.: Eco. 100, 101. Students may elect either Eco. 214 or Eco. 216, but not both.*

An examination of different theoretical approaches to development issues in the Third World, along with a general appreciation of the economic history and particular development problems of these countries. Attention is given to how different theoretical approaches propose alternative policy recommendations for development. *Biewener.*

**Eco. 218-1 International Economics** 4 sem. hrs.

*Prereq.: Eco. 100, 101.*

An introduction to international trade and finance with an emphasis on issues of current interest. Includes a study of the evolution of the international monetary system. Topics include consideration of why we trade; the effects of trade barriers on national wealth and income distribution; the balance of payments; foreign exchange markets; the international role of the U.S. dollar; and the international debt crisis. *Biewener.*

**Eco. 219-1 Comparative Economic Systems**  
4 sem. hrs.

*Prereq.: Eco. 100, 101.*

A study of alternative ways of organizing an economic system. The primary focus is on comparing socialist, communist, and capitalist alternatives. Different theoretical approaches (neoclassical versus Marxist) are used to analyze the workings of contemporary economic systems, including the former Soviet Union, China, Japan, and Yugoslavia. *Biewener.*

**[Eco. 225-1 The Political Economy of U.S. Capitalism** 4 sem. hrs. Not offered in 1993-94.]

*Prereq.: Eco. 100, 101.*

This course provides an alternative to the individualistic perspective of mainstream economics, viewing capitalism as a form of class society. The first part of the course develops a framework based on Marxian class analysis. We study the work of Marx, his critics, and modern theorists. The second part applies this approach to various topics associated with the nature and performance of capitalism in the U.S. *Staff.*

**Eco. 231-1, 2 Money and Banking** 4 sem. hrs.

*Prereq.: Eco. 100, 101.*

The purpose of this course is to develop an understanding of money, the U.S. financial system, and monetary policy. The first section examines the institutions and markets of the U.S. monetary and financial systems. The sec-

ond section focuses on different theoretical frameworks, analyzing the relationship between the monetary and productive sectors of the economy, and policy alternatives. Throughout the semester, we follow monetary policy, addressing its impact on financial processes and the economy. *Staff.*

**Eco. 236-1 Public Finance** 4 sem. hrs.

*Prereq.: Eco. 100, 101.*

An analysis of current and alternative means of financing public sector activity, including an examination of different tax structures and current expenditure programs. Topics include program evaluation (including cost-benefit analysis), redistribution of income, problems of collective decision making in a democracy, and fiscal federalism. *Sjogren.*

**[Eco. 239-1 Government Regulation of Industry** 4 sem. hrs. Not offered in 1993-94.]

*Prereq.: Eco. 100, 101, or consent of the instructor.*

Analysis of the economic rationale, methods, effects, and potential reforms of governmental regulation of American industry. Specific topics include the regulations designed to control natural monopolies, to restrain competition, to assure the quality of consumer products, to protect the environment, and to improve occupational safety and health. *Basch.*

**Eco. 241-1 Business Competition and Anti-trust Policy** 4 sem. hrs.

*Prereq.: Eco. 100, 101.*

An analysis of how industrial organization affects the nature and extent of competition among business firms in the United States. Theoretical and empirical perspectives on the determinants of industry structure, on the links between industry structure and firms' conduct, and on the overall performance of American industry. Particular focus on those cases in which structure and conduct are purported to deviate significantly from conditions of perfect competition. Examination of antitrust policy as a means of improving the performance of American industry. *Basch.*

**[Eco. 242-2 Managerial Economics** 4 sem. hrs. Not offered in 1993-94.]

*Prereq.: Eco. 100, 101.*

This course examines the application of economic analysis to managerial decisions concerning output, market performance, competitive behavior, and production efficiency in profit and non-profit enterprises. Quantitative techniques appropriate to demand estimation, price determination, market share strategies,

and resource allocation are utilized in cost-benefit studies of management alternatives. Additionally, market and nonmarket regulations and public controls are considered in determining the economic environment in which managerial decisions are made. *Sawtelle*.

**Eco. 246-1 Economics of Labor (DWC)**

4 sem. hrs.

*Prereq.: Eco. 100, 101.*

An analysis of the labor markets. Topics include trends in employment, wage determination and productivity, and collective bargaining. Emphasis is given to the role of women in the labor market and to the role of public policy in improving equity and efficiency in American labor markets. *Sjogren*.

**[Eco. 247-2 Environmental Economics**

4 sem. hrs. Not offered in 1993-94.]

*Prereq.: Eco. 100, 101, or consent of the instructor.*

Analysis of environmental problems and policies, with emphasis on the difficulties of measuring environmental costs and benefits. Pricing incentives vs. direct control approaches to regulating water pollution, air pollution, atmospheric change and acid rain, and the disposal of solid and hazardous wastes. *Sawtelle*.

**Eco. 250-1, 2 Independent Study** 4 or 8 sem. hrs.

*Prereq.: consent of the Department. Members of the Department.*

**Eco. 260-1, 2 Directed Study: Readings and Research** 4 sem. hrs.

*Prereq.: consent of the Department. Members of the Department.*

**Eco. 270-1, 2 Internship Program**

8 or 16 sem. hrs.

*Prereq.: consent of the Department.*

This program is designed to provide the student with a supervised research experience, usually away from the College. As a complement to formal classroom instruction, the internship is seen as facilitating the transition between theory and practice. Internship sites include private and public institutions and agencies in the Greater Boston area; only under exceptional circumstances and with permission of the Department may internships occur outside of Greater Boston or occur during the summer. Placements are determined by the academic background and interests of individual students. Normally, the student will have completed all other concentration requirements prior to an internship. *Basch*.

**Eco. 290-2 Special Topics in Economics**

4 sem. hrs.

*Prereq.: Eco. 200, 201, and Mth. 108 or consent of the instructor.*

An intensive study in a particular area of economics using advanced analytical techniques. This course is intended for juniors and seniors concentrating in economics. Class sessions usually take a seminar format. The topic varies from year to year. Possible topics include tax policy, environmental policy, the economics of health, or income distribution. *Staff*.

**Eco. 303-1 Econometrics** 4 sem. hrs.

*Prereq.: Eco. 200, 201, and Mth. 108 (or consent of instructor).*

An introduction to the quantitative measurement and analysis of actual economic phenomena using the technique of regression analysis. Regression analysis can be used to describe economic relationships, to test hypotheses about economic relationships, or to forecast future economic activity. Students construct and test their own econometric models. *Kenyon*.

**Faculty**

\*\*\***Carole Biewener, Ph.D.** Assistant Professor of Economics and Chair of the Department of Economics

**Donald L. Basch, Ph.D.** Professor of Economics

**Harriet G. Tolpin, Ph.D.** Professor of Economics and Dean of the Graduate School for Health Studies

**Daphne A. Kenyon, Ph.D.** Associate Professor of Economics

**Barbara A. Sawtelle, Ph.D.** Associate Professor of Economics

**Jane Sjogren, Ph.D.** Visiting Associate Professor of Economics

**Rita Oriani** Staff Assistant for the departments of Economics, Political Science, and Sociology

\*\*\*On sabbatical leave second semester 1993-94.



## Department of Education and Human Services

The Department of Education and Human Services offers two professional programs: 1) preparation for teaching in mainstream classes and in special needs classes; and 2) preparation for work in human service agencies. The independent learning requirement is fulfilled by student teaching, Edu. 250, Edu. 288, or HSv. 270.

### Mainstream Teacher Program

The Simmons College teacher preparation program is committed to the belief that all children can learn. We prepare our teachers to respond to a variety of learning styles, to value diversity, and to encourage the inclusion of all learners in the mainstream classroom and the community. Graduates of the program have a strong background in the liberal arts and sciences, understand their role as teachers in a democratic society, and are ready to enter the profession as reflective, responsible individuals.

The program prepares teachers at the following levels:

Early childhood teacher (grades K-3)

Elementary teacher (grades 1-6)

Middle or high school teacher in subject matter fields (grades 5-9, 9-12).

The Mainstream Teacher Program has been designed to comply with Massachusetts certification requirements, effective September 1, 1982-1994, and is a member of the Interstate Certification Compact, with certification reciprocity in many states. See the Department Chair for specific certification information. Massachusetts is changing its certification requirements effective October 1, 1994. A provisional teaching certificate will be awarded upon recommendation to the Commonwealth of Massachusetts after completion of a baccalaureate. The programs below comply with the new provisional certification requirements.

While Massachusetts does not yet require teacher competency exams, many states do have such requirements. Candidates seeking out-of-state certifica-

tion may be required to take such exams.

### Program Descriptions

Concentrators are required to complete the following sequence of courses:

- Stage I. Fundamentals of Education in the Mainstream Classroom (Common Core)
- Stage II. Subject Matter Field(s)
- Stage III. Professional Preparation

#### Stage I. Fundamentals of Education in the Mainstream Classroom (Common Core)

The following courses are required for all concentrators (except Edu. 357, which is recommended):

- Edu. 156 Schools in an Era of Change, 4 sem. hrs.
- Edu. 357 Cultural Foundations of Education, 4 sem. hrs. (DWC) (recommended)
- Edu. 360-1 Teaching Strategies in the Mainstream Classroom, 4 sem. hrs.

#### Stage II. Subject Matter Field(s)

Courses are chosen from the arts and sciences appropriate to the student's specialization. Requirements for each level are described below. The Class of 1994 is strongly advised to double-concentrate in a field in the liberal arts or sciences; the classes of 1995 and thereafter must do so to teach at any level. Each student preparing to teach must demonstrate that she understands the impact of western and non-western civilizations on contemporary American culture. Each student should thus plan her liberal arts concentration, distribution requirements, and courses to fulfill particular subject matter requirements with her education adviser.

#### Stage III. Professional Preparation

The student chooses curriculum and methods courses, field work, and student teaching appropriate to her level as designated below.

### **Early Childhood Teacher (Grades K-3 for the Class of 1994)**

### **Early Childhood Teacher (N-8 for the Classes of 1995 and Thereafter)**

This program is designed for those who wish to be certified to teach or to be licensed by the Office for Children. In addition to the courses listed above as Stage I, Fundamentals of the Education in the Mainstream Classroom (Common Core), students are required to take subject matter courses and declare a liberal arts concentration in Stage II (below), and complete the Education concentration in Stage III, Professional Preparation. This program is under review and is being redesigned in accordance with new State regulations which take effect in 1994. Students graduating beginning in 1995 will be certified from birth to grade 3.

*Stage II. Subject Matter Field(s).* The Early Childhood Teacher must be broadly familiar with child development, learning theory, language acquisition, the arts, mathematics, science, social studies, health, and physical education. In order to comply with these requirements, students must plan their academic program carefully with an adviser in the Department of Education.

Distribution of courses in liberal arts and sciences, by advisement:

Two-three courses in child development,  
8-12 sem. hrs.

One course in art or music, 4 sem. hrs.

One course in science, 4 sem. hrs.

One health-related course, 4 sem. hrs.

One course in American history, 4 sem. hrs.

Students in the Class of 1994 are strongly recommended to concentrate in one of the subject fields above or in psychology. Students in the Class of 1995 must also concentrate in the liberal arts or sciences.

*Stage III. Professional Preparation.* The following courses are required:

Edu. 138 Methods and Materials in Early Childhood Education,  
4 sem. hrs.

Edu. 364 Methods of Teaching Early Childhood and Elementary Reading and Language Arts,  
4 sem. hrs.

Edu. 367 Curriculum and Methods of Teaching Mathematics at Early Childhood and Elementary Levels, 4 sem. hrs.

Edu. 380 Student Teaching: Early Childhood, 16 sem. hrs.

It is strongly recommended that students also take the following courses:

Edu. 108 Issues in Preschool Education, 4 sem. hrs.

Edu. 366 Children's Literature,  
4 sem. hrs.

Edu. 346 The Young Child with Special Needs

One course in African American Studies,  
4 sem. hrs.

### **Elementary Teacher (Grades 1-6)**

In addition to the sequence of courses in Stage I, Fundamentals of Education in the Mainstream Classroom (Common Core), students are also required to complete requirements in Stage II, Subject Matter Field(s), and Stage III, Professional Preparation, to complete the concentration in Education (40 sem. hrs.) and meet State regulations. Elementary teachers must demonstrate competence in all areas of the elementary school curriculum: language arts, mathematics, science, social studies, the arts, health, and physical education. Students must plan their course selection in Stage II with an adviser in the Education Department in order to comply with State Regulations, and to meet all-College requirements.

*Stage II. Subject Matter Field(s).* The following courses are required:

One course in literature, 4 sem. hrs.

One course in science, 4 sem. hrs.

One course in mathematics at the appropriate level, 4 sem. hrs.

One course in American history, 4 sem. hrs.

One course from among those listed under African American Studies,  
4 sem. hrs.

One course in art or music, 4 sem. hrs.  
Ntr. 111, Ntr. 150, Psy. 245, or demonstrated competency in health issues.

Students in the Class of 1994 must either concentrate in one of the liberal arts or sciences or have a depth of 16 credits in one subject area. Students in the classes of 1995 and thereafter must have a liberal arts concentration.

It is strongly recommended that students also take CS 101 or a course in computer science, as well as Edu. 366, Children's Literature.

*Stage III. Professional Preparation.* The following courses are required:

- Psy. 235    Developmental Psychology, 4 sem. hrs.  
Edu. 361    Methods and Materials in Elementary Curriculum, 4 sem. hrs.  
Edu. 364    Methods of Teaching Early Childhood and Elementary Reading and Language Arts, 4 sem. hrs.  
Edu. 367    Curriculum and Methods for Teaching Mathematics at the Early Childhood Elementary School Levels, 4 sem. hrs.  
Edu. 382    Student Teaching: Elementary Education, 16 sem. hrs.

**Middle School Teacher (Grades 5-9) or High School Teacher (Grades 9-12) in Subject Matter Fields**

Students may prepare to teach at the middle school or high school level by having a double concentration in education (40 sem. hrs.) and in a subject matter area taught in public schools. In addition to the sequence of courses in Stage I above, students are required to take the courses in Stages II and III below.

*Stage II. Subject Matter Field(s).* Special subject teachers at the high school and middle school levels must complete the requirements for a concentration in their

subject matter fields. In some areas, additional and/or specific courses are required by State regulations. Students must consult an adviser in the Education Department while planning their academic concentration.

*Teacher of biology:* A concentration in biology is required. (Students concentrating in nutrition must do additional work in biology.)

*Teacher of English:* A concentration in English is required, including a course in linguistics.

*Teacher of history:* A concentration in history, including a course in ancient history, is required.

*Teacher of general sciences—middle school only (grades 5-9):* Thirty-six semester hours in the sciences are required. Students should plan their academic program with an adviser in the Department of Education in order to complete State regulations, College requirements, and a departmental concentration.

*Teacher of modern foreign language:* A concentration in a foreign language is required. Twenty semester hours must be above the intermediate level, and advanced composition and conversation, linguistics, and theories of first and second language acquisition must be included. Students must demonstrate fluency as determined by the Department of Foreign Languages and Literatures before student teaching. In addition, Massachusetts certification includes a state-administered fluency test upon program completion.

*Teacher of mathematics:* A concentration in mathematics is required.

*Teacher of mathematics and science—middle school only (grades 5-9):* A concentration in mathematics or science is required. Additional course work in math



or science must be taken. Students should plan their academic program with an adviser in the Department of Education in order to complete State regulations, College requirements, and a departmental concentration.

*Teacher of social studies:* A concentration in history, political science, economics, international relations, or sociology is required. The following courses must be taken, either as part of the chosen concentration or in addition to it:

- Two American history courses, 4 sem. hrs. each.
- His. 100, *or* His. 101 The West and the World, 4 sem. hrs.
- PolS. 101 Introduction to American Politics, 4 sem. hrs.
- PolS. 102 Introduction to International Politics, 4 sem. hrs. *or* other demonstration of competency in geography.
- Eco. 100, 101 Principles of Economics, 4 sem. hrs. each.
- Soc. 101 Principles of Sociology, 4 sem. hrs.
- Soc. 102 Cultural Anthropology, 4 sem. hrs.

*Teacher of behavioral sciences:* A concentration in either psychology or sociology is required. Certification in this field will not be issued by Massachusetts after October 1, 1994. The psychology concentrator must take the following additional courses:

- Soc. 101 Principles of Sociology, 4 sem. hrs.
- Soc. 202 Cultural Anthropology, 4 sem. hrs.
- Two courses in history, 4 sem. hrs. each.

For the sociology concentrator:  
Two courses in history, 4 sem. hrs. each.

*Stage III. Professional Preparation:* The following courses are required:

- Psy. 236 Psychology of Adolescence, 4 sem. hrs.
- Edu. 355 Professional Issues for

Middle and High School Teachers, 4 sem. hrs.

One course in curriculum and methods of teaching a special subject area in middle and high schools, 4 sem. hrs.  
Edu. 383 Student Teaching: Middle School, 16 sem. hrs.

*or*

Edu. 384 Student Teaching: High School, 16 sem. hrs.

### Special Needs Programs

The certification in Massachusetts is for Severe Special Needs (N-12) until October 1, 1994. After that time, it will be called Intensive Special Needs (N-12). This concentration prepares teachers to work with learners with severe or intensive special needs. Students are prepared to teach in integrated regular education classrooms, in self-contained special education classes in regular public schools or in special residential or day schools, and to support the integration of students with special needs into the community, school, and workplace. Students are prepared to teach functional age-appropriate skills to learners in elementary, middle, and high school settings, and will have field experience at all three levels. These skills range from manual communication, self-help skills, and proper social behavior to survival reading, simple computation, and specific job skills.

Students who choose this program need to have a broad education in the liberal arts, and may choose a double concentration in psychology, sociology, or other related fields. Students in the Class of 1994 are strongly recommended to have a double concentration. Students in the Class of 1995 must have a double concentration.

The usual sequence of courses is as follows:

#### *Freshman and Sophomore Year*

- Psy. 101 Introduction to Psychology, 4 sem. hrs.
- Psy. 235 Developmental Psychology, 4 sem. hrs.
- Edu. 135 Handicapping Conditions, 4 sem. hrs.

- \*Edu. 360 Teaching Strategies in the Mainstream Classroom, 4 sem. hrs.

#### *Junior Year*

##### *Fall Semester*

- \*Edu. 342 Analysis of Behavior: Principles of Classroom Applications, 4 sem. hrs.
- \*Edu. 343 Issues in the Education of Learners with Special Needs, 4 sem. hrs.

##### *Spring Semester*

- \*Edu. 348 Analysis of Community Resources, 4 sem. hrs.

#### *Senior Year*

##### *Fall Semester*

- \*Edu. 346 The Young Child with Special Needs, 4 sem. hrs.

##### *Spring Semester*

- \*Edu. 347 Development of Functional Curricula, 4 sem. hrs.
- Edu. 368 Student Teaching, 12 sem. hrs.

In accordance with state requirements, the Simmons Special Education Program is competency based. For this reason, transfer credit for course work completed at other institutions will not be granted automatically. A student's competence in course work completed elsewhere will be evaluated by the Simmons departmental faculty.

Students completing the concentration in severe special needs will be eligible for Massachusetts Board of Education certification as Teacher of Children with Severe Special Needs, all levels.

#### **Integrated Bachelor's-Master's Program**

This curriculum is planned for 1) students who are not education concentrators, but wish to acquire teaching credentials; and 2) students who are education concentrators, but wish to combine areas of concentration within the Department (such as elementary education and human services).

*\*Includes field work*

The program can be completed in five years. Programs are individually arranged to meet students' specific needs. Students must make formal application to the MAT program in the first semester of their junior year. The two degrees are usually awarded concurrently after completion of the full program.

**Requirements.** Completion of 36 credits beyond the 128 needed for the B.A. All program requirements for both degrees must be met within the total requirement of 164 credits. See page 163, Master of Arts in Teaching (MAT) Program, for a description of the fifth-year requirements.

**Graduate Programs in Education.** For information about the MAT program, the MATESL Program, and the Special Needs Programs, see pages 163-166. For information about the Unified Media Specialist Program, please consult the catalog for the Graduate School of Library and Information Science.

#### **Human Services Program**

This program is designed for students who wish to work in either public or private human service organizations. It consists of core requirements, electives to be planned with the adviser, and an internship in the senior year. A total of 44 semester hours is required.

##### **I. Core requirements:**

- HSv. 130 Introduction to Human Services, 4 sem. hrs.
- Edu. 135 Handicapping Conditions: Needs, Laws, and Rights, 4 sem. hrs.
- HSv. 137 Growth and Change in Individuals and Families, 4 sem. hrs.
- His. 219 or History of the Family, 4 sem. hrs.
- Soc. 264 Family and Society, 4 sem. hrs.
- HSv. 212 Human Service Advocacy, 4 sem. hrs.
- HSv. 231 The Family, Public Policy, and Social Agencies, 4 sem. hrs.

## II. Program electives:

In consultation with her adviser, a student will design a specific program including at least three additional electives that reflect her particular interests. One elective must be in African American Studies or another minority culture. Students are encouraged to choose electives from psychology, sociology, economics, political science, or HSv. 235.

## III. Internship:

HSv. 270 Internship in Human Services, 8 sem. hrs.

### Sociology-Human Services Double Concentration

The double concentration in sociology and human services is designed to combine the study of social behavior and society with the study of social service issues related to the delivery of human services in contemporary society. See page 147 for further information.

### Courses

### Mainstream Teacher Program

#### Stage I: Fundamentals of Education in the Mainstream Classroom

**Edu. 156-1, 2 Schools in an Era of Change**  
4 sem. hrs.

An examination of schools today as they serve a heterogeneous population of multiracial, multicultural, bilingual, and special needs learners. Topics include mainstreaming; the use of standardized tests; the role of the regular educator in the IEP process; the impact of computer technology; and the school as a social organization and an agent of change in society. Computer use and field work are required. *Dunn*.

**Edu. 330-1 Culture and Communication**  
4 sem. hrs.

This course examines the theoretical framework necessary for understanding culture and then relates the theory to practice in an ever-increasingly multicultural world. Emphasis will be on diversity of cultures represented in the U.S., the migrating experience, and the need to understand different groups' attitudes toward education. There will be an in-depth

project involving aspects of a culture other than the student's own.

**Edu. 357-1, 2 Cultural Foundations of Education** 4 sem. hrs.

Study of the development of Western educational thought, focusing upon the works of Plato, Locke, Rousseau, and Dewey. The historical role of the school in American society. School and community-based research about current controversies in education.

**Edu. 360-1 Teaching Strategies in the Mainstream Classroom** 4 sem. hrs.

Students will examine a variety of teaching strategies applicable to students in heterogeneous classrooms; techniques of observation and measurement; development of cooperative learning strategies; and specific classroom and behavior management procedures. Students will learn principles of applied behavior analysis, looking specifically at classroom applications. Field work required. *Van Deusen, Senatore*.

#### Stage II: Subject Matter Field(s).

These courses are chosen from the arts and sciences appropriate to the student's specialization in consultation with an Education adviser.

#### Stage III: Professional Preparation

##### A. Curriculum and Methods

**Edu. 108-2 Issues in Preschool Education**  
4 sem. hrs.

A comprehensive view of day care designed to develop an understanding of various day care programs and child-care arrangements. Critical evaluation of existing programs for young children in regard to philosophy, facilities, teaching styles, and program management, as well as topics such as the role of play in the area of early childhood education. Site visits required. *Van Deusen*.

**Edu. 138-1 Methods and Materials in Early Childhood Education** 4 sem. hrs.

*Prereq.: Stage I courses; two courses in child development.*

A thorough exploration of the subject matter of early childhood programming (birth-8), with a focus on the importance of preparing materials and learning techniques to advance the physical, emotional, and cognitive development of



young children. Emphasis is on adapting materials and methods to the needs of each child, including those with special needs. Topics to be explored include room arrangement and adaptations, equipment uses, sensory and creative experiences, dramatic play, and major curriculum areas. Participation in special workshops and field placement required.

**Edu. 351-1 Pluralism and Language Choice**  
4 sem. hrs.

Students will study sociolinguistic assessment of language use. This includes discourse analysis, distinctions between linguistic competence/skills and communicative competence/skills, and the knowledge needed to assist the various linguistic and cultural groups represented in public schools in an English language setting. It will present guidelines for working within a multicultural context, incorporating the meaningful involvement of parents, including use of their languages and demonstration of respect for their culture. *Montero-Sieburth.*

**Edu. 355-1 Issues in Teaching and Learning for Middle and High School Teachers**

4 sem. hrs.

*Prereq.: Stage I and taken concurrently with subject area methods course.*

Considers professional issues for teachers at the middle or high school levels: learning style research; critical thinking; analysis of school structure; school reform; the selection and use of materials, media, and teaching techniques appropriate to the age, developmental stage, special needs, social, racial, and linguistic backgrounds of learners; and the development of sequenced basic skills competencies in a mainstream, middle, or high school classroom. Students will apply observational techniques in actual school settings. *Chaet, Montero-Sieburth.*

**Edu. 361-2 Methods and Materials in Elementary Curriculum** 4 sem. hrs.

*Prereq.: Stage I.*

This course considers methods and materials for elementary curriculum in social studies, science, music, and art, with emphasis on the unit approach to curriculum organization. It will incorporate the use of audiovisual materials, and examine the experimental model and techniques of observation. Field experience required in a mainstreamed classroom or a museum setting. *Sugarman.*

**Edu. 364-1 Methods of Teaching Early Childhood and Elementary Reading and Language Arts** 4 sem. hrs.

*Prereq.: Stage I.*

Procedures for assessment and instruction in the specific components of reading: readiness skills, decoding strategies, oral reading, and comprehension skills. Grouped and individualized classroom teaching formats will be examined. Evaluation of standardized reading tests, commercial teaching materials, and computer software. Also includes procedures for teaching children appreciation of and a critical approach to literature, poetry, and creative expression. Techniques for serving mainstreamed learners will be integrated into all course topics. Three hours or more a week in fieldwork is required. *Guttentag, Johnson.*

**Edu. 366-1, 2 Children's Literature (DWC)**  
4 sem. hrs.

*Prereq.: sophomore standing.*

A broad overview of the field of children's literature, including historical and contemporary considerations, criticism, and representative works from major genres. *Bloom.*

**Edu. 367-1 Curriculum and Methods of Teaching Mathematics at the Early Childhood and Elementary School Level**  
4 sem. hrs.

*Prereq.: Stage I.*

Consideration of the basic topics of elementary mathematics from contemporary viewpoints. Through lectures and laboratory work, the course reinforces mathematics learning. Examination of varying pupil responses and techniques of instruction. Experience in construction of curriculum units. Field experience in a mainstreamed classroom required for implementation of basic skills competency. *Davidson.*

**Edu. 371-1 Curriculum and Methods of Teaching English at the Middle or High School Level** 4 sem. hrs.

*Prereq.: Stage I and taken concurrently with Edu. 355.*

Consideration of issues in the teaching of English on the high school and middle school levels. Selection and justification of content, models of curriculum design, lesson and unit planning, history and structure of English language, and language acquisition theories as applied to teaching. Observing and aiding experiences in mainstreamed English classrooms at the middle or high school level will be an important part of the course. *Moran.*

**Edu. 372-1 Curriculum and Methods of Teaching Modern Foreign Languages at the High School or Middle School Level 4 sem. hrs.**

*Prereq.: course in advanced composition or stylistics, Stage I, and taken concurrently with Edu. 355.*

Consideration of major pedagogical issues in teaching a modern foreign language with specific attention to theories of language acquisition; the development of listening, speaking, reading and writing skills; selection and justification of content; models of curricular design; and construction of lesson plans and units. Observing and aiding experiences in mainstreamed language classrooms will be an important part of the course.

**Edu. 374-1 Curriculum and Methods of Teaching History and the Social Sciences at the High School or Middle School Level 4 sem. hrs.**

*Prereq.: Stage I and taken concurrently with Edu. 355.*

Consideration of major pedagogical issues in teaching history and the social sciences (economics, government, psychology, and sociology), with specific attention to selection and justification of content, models of curriculum design, modes of inquiry, and construction of lesson plans and units. Observing and aiding experiences in mainstreamed social studies classrooms in a middle school or high school class will be an important part of the course. *Chaet.*

**Edu. 376-1 Curriculum and Methods of Teaching Sciences at the High School or Middle School Level 4 sem. hrs.**

*Prereq.: Stage I and taken concurrently with Edu. 355.*

An introduction to middle and high school science teaching: its specific problems, instructional materials, and teaching techniques. An important component of the course will be observing and aiding mainstreamed science classes in the schools.

**Edu. 378-1 Curriculum and Methods of Teaching Mathematics at the High School or Middle School Level 4 sem. hrs.**

*Prereq.: Stage I and taken concurrently with Edu. 355.*

Contemporary issues and problems in the teaching of mathematics on the middle and high school levels. Exploration of various curriculum projects and materials, their origins, rationales, and uses. Emphasis on the role of

the teacher as a generator of knowledge and curriculum, as well as the formulator of instruction. Field experience in a mainstreamed classroom at the middle or high school level will be an important part of the course. *Pappalardo.*

**Edu. 379-1 Teaching English as a Second Language Methodology 4 sem. hrs.**

Methods and materials for teaching and evaluating speaking, listening, reading, writing, and culture in the ESL classroom. Practice in initial and on-going assessment in all skill areas as well as familiarization with issues concerned with standardized testing. Overview of methods such as Total Physical Response, content-based learning, the Natural Method, the Silent Way, Suggestopedia, and counseling-learning. Preparation of sample lessons; fieldwork. *Montero-Sieburth.*

**Edu. 430 Cultural Theory and Multicultural Practice 4 sem. hrs.**

This course examines theoretical frameworks used to explore culture and then uses these theories to examine current debates on national identities and multicultural education in an international context. We will discuss how cultures incorporate, marginalize, and exclude people; how they describe and construct those who do not "fit"; how the others perceive themselves; and how contact with these others potentially transforms the culture. Students will have a small-group project in which they study interactions between members of different cultures and an individual seminar project on a culture other than their own. *Treacy.*

**Edu. 451-2 Advanced Seminar in TESL Methods and Curriculum 4 sem. hrs.**

Based on their knowledge of applied English grammar (FL 310), important factors in second language acquisition (FL 308), and methods of teaching ESL (Edu. 379), students will prepare a complete unit on some aspect of English. The unit will contain instruction in speaking, listening, reading, writing, and culture as well as in methods to evaluate student progress and conduct formal and informal assessments of learners. Students will present the unit to their peers for evaluation and do a post-practicum evaluation of its effectiveness. Students will also present curriculum adaptations to facilitate mainstreaming of LEP learners. *Burckett-Picker.*

## **B. Student Teaching**

All student teaching will take place within the greater Boston area. Students are responsible for arranging and paying for transportation to and from schools and for making housing arrangements with the College during January and spring recess.

In those courses required to meet state standards, the Department expects that level of academic distinction that will enable the students to be recommended for student teaching. A cumulative grade point average of 2.5 is required for a student to be recommended for student teaching.

### **Edu. 288-1, 2 Seminar and Field Work in Elementary or Secondary Education** 8-16 sem. hrs.

*Enrollment: limited and with consent.*

Special emphasis on alternative career choices in education. *Members of the Department.*

### **Edu. 368-1, 2 Student Teaching: Severe Special Needs**

4-12 sem. hrs.

Each student is assigned full-time teaching responsibilities, under supervision, in a public school with learners with severe special needs. Students will be responsible for implementing at least four service/employability plans reflecting a functional, community-referenced curriculum. Papers and attendance at weekly seminar required. *This practicum is taken concurrently with Edu. 347.*

### **Edu. 380-2 Student Teaching: Early Childhood** 16 sem. hrs.

*Prereq.: consent of the Department.*

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed kindergarten, first, second, or third grade. Students who also desire student teaching experience at the preschool level have the option of a split practicum in which eight weeks are spent teaching in a preschool setting and eight weeks in a first, second, or third grade. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

### **Edu. 382-2 Student Teaching: Elementary School** 16 sem. hrs.

*Prereq.: consent of the Department.*

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed elementary classroom in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

### **Edu. 383-2 Student Teaching: Middle School** 16 sem. hrs.

*Prereq.: consent of the Department.*

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed middle school classroom (in her area of concentration) in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

### **Edu. 384-2 Student Teaching: High School** 16 sem. hrs.

*Prereq.: consent of the Department.*

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed high school classroom (in her area of concentration) in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

### **Edu. 438-1, 2 Practicum: Moderate Special Needs, N-9** 4-8 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a public school classroom (N-9) with learners with moderate special needs. Papers and attendance at weekly seminars required. *Davis.*

### **Edu. 439-1, 2 Practicum: Moderate Special Needs, 5-12** 4-8 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a public school classroom (5-12) with learners with moderate special needs. Papers and attendance at weekly seminars required. *MacDonald.*



**Edu. 468-2 Practicum: Severe Special Needs**  
2-12 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a public school classroom with learners with severe special needs. Students are responsible for implementing at least four service/employability plans reflecting a functional, community-referenced curriculum. Papers and attendance at weekly seminars required. *Guttentag.*

**Edu. 470-1, 2 Student Teaching:**  
**Elementary Education** 12 sem. hrs.

See description for Edu. 382. *Guttentag.*

**Edu. 474-1, 2 Student Teaching:**  
**Elementary Education** 6-8 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the first-grade to sixth-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. A minimum of 150 clock hours is required, as well as attendance at weekly seminars. *Guttentag.*

**Edu. 475-1, 2 Student Teaching:**  
**Middle School** 6-8 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the fifth-grade to ninth-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. A minimum of 150 clock hours is required, as well as attendance at weekly seminars. *Guttentag.*

**Edu. 476-1, 2 Student Teaching:**  
**High School** 12 sem. hrs.

See description for Edu. 384. *Guttentag.*

**Edu. 477-1, 2 Student Teaching:**  
**Middle School** 12 sem. hrs.

See description for Edu. 383. *Guttentag.*

**Edu. 478-1, 2 Student Teaching:**  
**High School** 6-8 sem. hrs.

Each student is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the ninth-grade to 12th-grade level. In addition to demonstrating effective

classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. A minimum of 150 clock hours is required, as well as attendance at weekly seminars. *Guttentag.*

**Edu. 479-2 Student Teaching: English as a Second Language** 8 sem. hrs.

Students will complete a 300-hour supervised practicum. In addition to demonstrating effective classroom management procedures and planning and implementing daily class lessons, interns will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who fall short of classroom instructional objectives. A minimum of 300 clock hours is required, as well as attendance at weekly seminars. *Montero-Sieburth.*

**Edu. 480-1, 2 Internship: Elementary**  
6-8 sem. hrs.

Each intern is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the first-grade to sixth-grade level. In addition to demonstrating effective classroom management procedures and planning and implementing daily class lessons, interns will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who fall short of classroom instructional objectives. A minimum of 300 clock hours is required, as well as attendance at weekly seminars. *Guttentag.*

**Edu. 481-1, 2 Internship: Middle School**  
6-8 sem. hrs.

Each intern is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the fifth-grade to ninth-grade level. In addition to demonstrating effective classroom management procedures and planning and implementing daily class lessons, interns will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who fall short of classroom instructional objectives. A minimum of 300 clock hours is required, as well as attendance at weekly seminars. *Guttentag.*

**Edu. 482-1, 2 Internship: High School**  
6-8 sem. hrs.

Each intern is assigned teaching responsibilities, under supervision, in a mainstreamed classroom at the ninth-grade to 12th-grade level. In addition to demonstrating effective

classroom management and procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who fall short of classroom instructional objectives. A minimum of 300 clock hours is required, as well as attendance at weekly seminars. *Guttentag*.

**Edu. 488-1, 2 Seminar or Field Work in Elementary or Secondary Education**

8-12 sem. hrs.

See description for Edu. 288. *Guttentag*.

**Electives in Education**

**Edu. 108 Issues in Preschool Education**

4 sem. hrs.

See description on page 65.

**Edu. 135-1, 2 Handicapping Conditions: Needs, Laws, and Rights** 4 sem. hrs.

See description on page 71.

**Edu. 199-1, 2 Individual Study** 4 sem. hrs.

By arrangement with individual members of the Department.

**Edu. 250-1, 2 Independent Study**

4 sem. hrs.

By arrangement with individual members of the Department.

**[Edu. 316-1 Sexism, Racism, and Problems of Multi-Ethnicity in the Schools** 4 sem. hrs.  
Not offered in 1992-93.]

Exploration of existing conditions in school that encourage stereotyping in regard to sex, class, ethnicity, and race. Study of curricula, print materials, counseling, professional activities, personnel practices, and community expectations. Survey of the literature, court decisions, and legislation in these areas.

**Edu. 351-1 Pluralism and Language Choice**

4 sem. hrs.

See description on page 66.

**Edu. 450-1, 2 Independent Study** 4 sem. hrs.

For graduate students only, by arrangement with individual members of the Department.

**Edu. 460-1, 2 Individual Study** 4 sem. hrs.

For graduate students only, by arrangement with individual members of the Department.

**Special Education Courses**

**Edu. 336-1 Formal and Informal Assessment** 4 sem. hrs.

In a preparation setting, students observe, analyze and interpret children's learning needs, utilizing formal and informal assessment devices in order to write, implement, and evaluate a valid individualized functional educational plan. Test instruments will be reviewed and current issues in assessment will be researched and discussed. Weekly fieldwork is required in an integrated setting. *Goessling*.

**Edu. 342-1 Analysis of Behavior: Principles and Classroom Applications** 4 sem. hrs.

Introduction to behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Overview of procedures and practices that have been successful in schools, communities, and work settings. Field work required.

*MacDonald*.

**Edu. 343-1 Issues in the Education of the Learner with Special Needs** 4 sem. hrs.

An examination of the needs and rights of learners with special needs as they relate to education, employment, and community service. Exemplary programs will be examined, and the current relevant literature will be reviewed. Field work required. *Davis*.

**Edu. 346-1 Young Child with Special Needs** 4 sem. hrs.

An examination of issues unique to the delivery of service to young children with special needs, including assessment strategies, equipment adaptation, materials, and parent/professional relations. A major focus will be on language development and communication problems. Field work with primary/elementary-aged learners is required. *Fleming*.

**Edu. 347-2 Development of Functional Curricula** 4 sem. hrs.

Development of curriculum and teaching/learning procedures to utilize "natural environments" in the domestic, vocational, recreational, and community domains. Emphasis will be on analyzing tasks, sequencing behavioral objectives, and designing criterion-referenced assessment procedures. Field work required. *Undergraduate students take this course concurrently with Edu. 368, Student Teaching*. *Davis*.

**Edu. 348-2 Analysis of Community Resources and Development of the Trainer Advocate Role 4 sem. hrs.**

An examination of the employment opportunities and support services available to citizens with special needs. Students will conduct "job inventories" in local industry and analyze the prerequisite skills in such areas as functional academics, language, hygiene, motor skills, interpersonal skills, transportation, and money management. Students will place and supervise learners in worksites. Field work required. *Costello.*

**Edu. 412-2 Integrating Learners with Special Needs 4 sem. hrs.**

Students will explore issues in the integration of learners with special needs and the techniques, including cooperative learning, used to integrate special needs learners into regular education settings. Students will develop a collaborative plan describing how they will implement strategies for integration, team building, and school change in their schools. Site visit required. *Fleming.*

**Edu. 413-1 Applied Research in the Education of Learners with Special Needs 4 sem. hrs.**

Students plan, implement, and write in publishable format a research project demonstrating the delivery of effective service to learner(s) with special needs. *Davis.*

**Edu. 424 Analysis of Behavior for Regular Classroom Teachers 2 sem. hrs.**

Behavioral techniques based on learning theory, focusing on ameliorating deficit academic and social behaviors by building on behaviors that are existing strengths for the student. The course will include practical application techniques. *Fleming.*

**Edu. 425 Cooperative Learning Strategies 2 sem. hrs.**

This course will focus on methods for systematically using cooperative learning strategies. Teachers will learn how to organize and instruct heterogeneously grouped students to facilitate positive peer interactions and to increase academic skills. A major focus will be on using these techniques to facilitate mainstreaming of learners with special needs. *Van Deusen.*

**Edu. 442 Individualized Instruction: Using Computers to Integrate Students with Special Needs 4 sem. hrs.**

Service delivery providers are increasingly called upon to incorporate assistant microcomputer technology into their classrooms and into their students' Individualized Education Plans. This course provides "real world" training and skill development in using the latest software, adaptive equipment, and "best practices." Participants make decisions with supportive guidance resulting in practical solutions that can be readily implemented in classrooms. *Pugliese.*

**Edu. 472 Internship I 2-8 sem. hrs.**

Development of Employability Plans for five learners utilizing "natural environments" and developing work opportunities. Includes training regular educators to support the mainstreaming efforts. *Fleming.*

**Edu. 473 Internship II 2-8 sem. hrs.**

Implementation of Employability Plans, including role of trainer advocate in competitive employment site. Includes development of community resources to maintain client in as normalized an environment as possible. Program management and evaluation procedures are presented. *Guttentag, Fleming.*

## **Human Services**

**HSv. 130-1, 2 Introduction to Human Services 4 sem. hrs.**

Introduction to the human services profession. History of public assumption of responsibility for the delivery of human services. Study of the nature and sources of prejudice. Investigation of the needs and rights of underserved people in American society. Exploration of attitudes of government, the public, and clients toward the nature and effects of poverty. *Ward.*

**Edu. 135-1, 2 Handicapping Conditions: Needs, Laws, and Rights 4 sem. hrs.**

Provides an overview of major areas of mental and physical disability and explores some of the issues facing citizens with disabilities in today's society. Topics include a survey of handicapping conditions, a history of the treatment of individuals with disabilities, recent legislation and litigation affecting handicapped citizens, the principle of normalization, and issues involved in integrating citizens with disabilities into the mainstream of society. This course is intended for individuals entering any field in which they anticipate working with people in management, health, and/or service areas. *Van Deusen.*



**HSv. 137-2 Growth and Change in Individuals and Families 4 sem. hrs.**

Study of women and men in their work and family environments as they develop from youth to old age. Stress on gender, racial, and social class differences in family orientation and structure. Attention is on current factors leading to family disruption and dysfunction. Stress on the study of formal and informal social support systems as they apply to adults. *Ward.*

**HSv. 212-2 Human Service Advocacy**

*4 sem. hrs.*

*Prereq.: HSv. 130.*

Focus on advocacy as a strategy for gaining the rights to which individuals and groups are entitled. How advocacy groups affect public policy decisions. Theory of change as it relates to case and class advocacy. The processes of legislation and litigation in human rights fields. Group project and class presentation. Weekly field work required in a human service agency. Guest speakers. *Taylor.*

**HSv. 231-1 The Family, Public Policy, and Social Agencies (DWC) 4 sem. hrs.**

*Prereq.: HSv. 130.*

Exploration of the relationships among public policy, social service agencies, and the family. Critical examination of the impact of the economy, political climate, technology, and education on formulation of public policy and the effects of these policies on families. Case studies and visits to agencies. Weekly field work required. *Ward.*

**HSv. 235-2 Communication and Intervention Skills in the Helping Professions 4 sem. hrs.**

Students will explore various theories and principles of interpersonal communication and will develop effective helping relationships by improving interviewing and communication skills for use with both majority and minority populations. This course will offer human service students an opportunity to practice the basic communication skills of listening, attending, paraphrasing, and supporting others. In addition, special issues relating to interpersonal communication and human diversity—including sexual orientation, social class stratification, and service delivery to people of color will be explored in depth.

**HSv. 270-2 Internship in Human Services 8 sem. hrs.**

Seniors who have met core requirements will spend at least two days a week interning in the social service agency of their choice in the Greater Boston area. In addition, all interns will meet in weekly seminars to discuss issues and concerns that are generated from their experiences in the field and those relevant to becoming professional human service workers. Students are required to prepare a case study of their agency. Internships are not permitted in the summer. *Ward.*

**Summer Courses**

The following courses may be offered in the summer program:

**Edu./Psy. 445-S Educational Psychology**

*4 sem. hrs.*

A study of the implications of psychology for teaching children and adolescents. Special emphasis is placed on cognitive-developmental psychology. Readings in basic text book, with additional readings in original source materials. Individual presentation. Papers emphasize integration of theory and practice. *Taylor.*

**Edu. 457-S Cultural Foundations of Education**

*4 sem. hrs.*

See description for Edu. 357 on page 65.

**Faculty**

**Kathleen Dunn, Ed.D.** *Professor of Education and Chair of the Department of Education and Human Services*

**John Stuart Robinson, Ed.D.** *Professor of Education and Dean of Graduate Studies and Social Sciences*

**Martha Montero-Sieburth, Ph.D.** *Associate Professor of Education*

**Alice Van Deusen, M.Ed.** *Clinical Associate Professor of Education*

**Susan P. Bloom, M.A.** *Assistant Professor of Education and Director of the Center for the Study of Children's Literature*

**Jenifer Burckett-Picker, Ph.D.** *Assistant Professor of Spanish and Director of MATESL Program*

**Jacqueline Davis, Ph.D.** *Assistant Professor of Education*

**Elizabeth Fleming, Ed.S.** *Assistant Professor of Education and Director of Special Needs Programs*

**Helen Guttentag, M.Ed.** Assistant Professor of Education and Director of Student Teaching  
**Lynda Johnson, M.S. in Ed.** Assistant Professor of Education and Director of the MAT Program

**Rebecca MacDonald, Ph.D.** Assistant Professor of Education

**Cathryn M. Mercier, M.A.** Assistant Professor of Education and Associate Director of the Center for the Study of Children's Literature  
**Nina Senatore, M.S.** Assistant Professor of Education

**Janie Victoria Ward, Ed.D.** Assistant Professor of Education and Coordinator of the Human Services Program

**Allan Blume, M.Ed.** Special Instructor in Education

**Carole Chaet, Ed.D.** Special Instructor in Education

**Nelia Costello, Ed.D.** Special Instructor in Education

**Ellen Davidson** Special Instructor in Education

**Connie Feldman** Special Instructor in Education

**Deborah Goessling, M.Ed.** Special Instructor in Education

**Margaret Keiley** Special Instructor in Education

**Sue Langer, M.Ed.** Special Instructor in Education

**Susan Moran** Special Instructor in Education

**Donna Pappalardo, M.S.** Special Instructor in Education

**Madalaine Pugliese, M.S.** Special Instructor in Education

**Joan Rector** Special Instructor in Education

**Barbara Scotto** Special Instructor in Education

**Jay Sugarman, Ed.D.** Special Instructor in Education

**Jill Taylor, Ed.D.** Special Instructor and Director of the Fenway Retention Consortium

**Anne Edwards, B.A.** Assistant to the Director of Special Needs Programs

**Eileen Daugherty Heltzel** Staff Assistant for the Department of Education and Human Services

**Christine Jeffrey** Staff Assistant for the Department of Education and Human Services

**Patricia Pakos, M.S. in Ed.** Coordinator of the Center for Inclusive Education

**Diane Sullivan, B.A.** Staff Assistant for the Department of Education and Human Services

## Department of English

The study of literature as embodied in the English concentration has a number of goals: to put the student in touch with the work of important writers; to introduce her to the individual and cultural values, ideas, debates, and insights woven into literature; and to sharpen her understanding of the English language, not only as a vehicle of art, but also as a tool in her own hands. Repeated practice in thinking, writing, and speaking about literary texts is a way of helping the student discover her own voice, develop her skills of critical analysis, and gain confidence in herself as an independent thinker.

The English concentration is both intensely personal and broadly public in its aims. The student concentrating in English learns to read with discernment, an ability that can enrich her for the rest of her life. At the same time she develops pragmatic skills that will serve her well in the world of the professions. Simons English concentrators have gone on to successful careers in college teaching, law, publishing, journalism, advertising, business, government service, high technology, and secondary education.

**Requirements.** The concentration in English consists of 10 courses given by, or approved by, the department. The following courses are required of all concentrators:

Eng. 110 Approaches to Literature  
Eng. 121 Shakespeare

All concentrators must elect Eng. 110 as soon as possible after declaring an English concentration, but students considering an English major are urged to take Eng. 110 in their sophomore year.

Students may choose either the Writing or Literature options for their concentration in English. Described below are additional requirements for each option:

### **The Writing Option:**

The Non-Fiction Writing Workshop  
[Eng. 105]

One course in either Creative Reading  
and Critical Writing [Eng. 106] or  
Creative Writing

One course in American literature of the  
period before 1900

Three courses chosen from three of the  
following four areas:

17th- or 18th-century English  
literature

19th-century English literature

Modern American or African  
American literature

Modern English literature

Two other literature courses, which (with  
Department approval) may include  
two advanced literature courses in a  
foreign language.

**The Literature Option** (Students should  
elect one of the following three tracks):

#### *English literature*

One course from *each* of the following  
five areas:

Ancient Classics through the  
Renaissance

17th-century English literature

18th-century English literature

19th-century English literature

American literature of the period  
before 1900

Three other literature courses, which  
(with Department approval) may  
include two advanced courses in a  
foreign language.

#### *American literature*

One course from *each* of the following  
three areas:

American literature, 1620 to 1865

American literature, 1865 to 1900

Modern American or African  
American literature

Three courses, chosen from three of the  
following four areas:

17th-century English literature

18th-century English literature

19th-century English literature

American Studies

Two other literature courses, which (with  
Department approval) may include  
two advanced literature courses in a  
foreign language.

#### *Comparative literature*

One course from *each* of the following  
two areas:

Ancient Classics through the  
Renaissance

17th- or 18th-century English  
literature

Two courses, chosen from two of the  
following three areas:

19th-century English literature  
American literature

19th- or 20th-century comparative  
literature

Four other literature courses, which  
(with Department approval) may  
include two advanced literature  
courses in a foreign language.

Independent and individual study (Eng.  
199, 250, 255) may be substituted for  
any of the courses offered in the  
required areas.

In consultation with her Departmental  
adviser, each student is encouraged to  
choose required and elective courses to  
extend the range of her familiarity with  
literature or to explore in greater depth  
areas of particular interest: historical peri-  
ods, comparative literature studies,  
genres, themes, or individual figures.

Although most students will have little  
difficulty planning their programs within  
the suggested framework, students who  
wish to modify it are invited to consult  
with the English Department Chairman.  
Such students may want to take greater  
advantage of the independent learning  
option.

In the English Department, some or all  
of the College's independent learning  
requirement can be met by any student in  
the following ways:

Eng. 250, 255, 270, or 280; or a spe-  
cial project in an appropriate 300-level  
course, elected after consultation with  
the instructor regarding its suitability  
for this purpose.



English concentrators may meet the independent learning requirement in any of the above ways, *or by taking appropriate courses or completing projects in an area other than English.*

**Honors in English.** Candidates for honors in English are expected to fulfill College requirements as designated on page 27. Honors in English requires that candidates complete the regular English concentration under either the Writing Option or the Literature Option, plus Eng. 255, Directed Study: Senior Thesis. Candidates for honors should elect 20 semester hours in distribution in a second language, history, philosophy, art, music, or the social sciences. Students intending to continue their specialization in English on the graduate level will find it advisable to take an honors program and all students considering graduate school are strongly urged to take a literature course in a foreign language, and to consult with Judith Wittenberg, Director of Graduate Studies in English.

### Graduate Programs in English

For information about the Master of Arts and Master of Philosophy in English, see page 166.

### Courses

Undergraduates should note that successful completion of one semester of Freshman Writing or the equivalent is prerequisite to all other English courses. Undergraduate registration in 300-level courses is ordinarily limited to juniors and seniors unless the course description indicates otherwise. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the 300's are especially suitable for master's candidates. Of the 100-level courses, the following may be particularly appropriate for first- and second-year students, for non-

English concentrators, and for students just beginning the study of literature: Eng. 111, 121, 171, 172, 174, 184, 192, 193, and 195.

### The Freshman Program

Unless specifically exempted, all first-year students take Writing and Thinking 101 and 102. We hope that the student will leave this course with greater ability to express her own understanding of a text, or of the world around her, in a written voice that is both recognizably her own and also appropriate to the intended audience. The course teaches writing as communication—the difficult task of making one's own meaning come alive in the reader's mind through exact choices of phrasing and structure; it also addresses the *process* of writing, that is, the way in which, step by step, a piece of writing gets done. In the service of live and communicative writing the course tries to teach critical reading, the ability to observe carefully, and an understanding of how to use and reflect upon other people's ideas, while simultaneously working on correctness in mechanics and conventions.

All sections will work with student papers as they develop, from free and spontaneous writing in search of ideas, through planning and first draft, to reflection, revision, and copy editing. During this process the student will get frequent response to her developing work from the teacher, and quite possibly from fellow students; much class time will be spent in discussion of student writing.

#### Writing and Thinking 101 4 sem. hrs.

There are two fundamental concerns in this course: writing from observation and personal experience, at times using appropriate readings as models, and writing critical and analytical papers making sense of challenging material, particularly demanding texts. These texts may be drawn from many academic fields. *Members of the Department.*

#### Writing and Thinking 102 4 sem. hrs.

*Prereq.: Writing and Thinking 101*  
Continued work on the agendas of Writing and

Thinking 101, with special emphasis on critical and analytical thinking. *Members of various departments (principally English in 1993-94). Instructors will base each section's writing on some material in which they have particular expertise.*

## Composition and Creative Writing

**[Eng. 104-1 Critical Argument 4 sem. hrs.**  
Not offered in 1993-94.]

For students who have completed Writing and Thinking 101 and 102 and still feel they need further course work to bring their writing skills up to a level that meets the challenge of college assignments. The course will focus on writing tasks that demand close reading or observation, precise communication of ideas, and careful thought about the structure of arguments. Insofar as possible, the instructor will try to assess each student's particular needs and set up assignments to meet them. *To be offered in 1994-95.*

**Eng. 105-1, 2 Non-Fiction Writing Workshop (DWC) 4 sem. hrs.**

For students who feel they have a solid base of writing skill and wish to grow further as writers. The goal in this course will be to write non-fiction that a non-captive audience would willingly read. The range of acceptable forms will be defined as follows: if it's interesting, it can be written. This course will focus on how a subject finds an appropriate form and voice. *Pei, Vaeth.*

**[Eng. 106-2 Creative Reading and Critical Writing (DWC) 4 sem. hrs.** Not offered in 1993-94.]

A course closely examining the collaboration between writer and reader in short fiction. The premise here is that the reader of a story is its co-creator, and that as critic a reader should ask, "What choices has the writer made? What makes this story work? What is my own role in the performance?" Four critical essays, plus an opportunity to attempt a short story. *To be offered in 1994-95.*

**Eng. 108-1 Creative Writing: The Reading and Writing of Short Fiction 4 sem. hrs.**

This course is designed for people who want to write imaginative prose but don't know how to begin and also for more experienced writers who seek structure, feedback, and models of excellence. The course proceeds under the assumption that those who yearn to write are

those who have been deeply moved by the writing of others; therefore, students should expect to do a lot of reading in addition to their writing. They should also be ready for friendly but rigorous critiques of their own work. There may be guest appearances from local writers and students will be encouraged to attend readings in the Boston area. *Lawrence.*

**Eng. 305-2 Advanced Non-Fiction Writing 4 sem. hrs.**

This course will concentrate on the writing of personal narratives and essays. Structural and stylistic experimentation, imitation of models, and testing of one's limits as a writer will be encouraged. Short critical exercises will also be required, to sharpen consciousness of form and technique in non-fiction. *Pei.*

**Eng. 309-2 Advanced Creative Writing 4 sem. hrs.**

*Prereq.: consent of the instructor.*

For students who have already written a certain amount of verse, fiction, or drama. The course will be limited in size, and the accent will be on individual conferences with the instructor and group meetings to read and discuss work produced during the semester. Students will be encouraged to submit their work for publication. *Lawrence.*

**IDS 102-2 Photography and Writing (DWC) 4 sem. hrs.**

*Prereq.: Writing and Thinking 101; Com. 148 strongly recommended.*

The goal of this course will be to integrate photographs and writing into a creative and communicative expression of personal observation, experience, and feeling. Students will work on photography and writing separately at times, but the overall process will lead to unified works synthesizing the two. *Pei, Sills.*

## Linguistics

**Eng. 391-1 Exploring Language 4 sem. hrs.**

This course will address the broad area of linguistics in a non-specialized way. We will study how linguists approach the study of language acquisition, language structure, regional dialects, language evolution, the social uses of language, the relation of linguistics to literary study, and a variety of related philosophic, psychological, and sociological concerns centering around the uniquely human gift of language. Course will emphasize the growing importance of modern linguistic thinking in

fields such as education, psychology, foreign languages, and philosophy. *Manly*.

## Introductory Courses

### **Eng. 110-1, 2 Approaches to Literature** *4 sem. hrs.*

An introduction to the study of literary genres, historical periods, and major authors. The course will consider how we read, analyze, and write about literature from different critical perspectives. Specific genres, periods, and authors will vary from semester to semester. Frequent, varied writing assignments. This course is recommended for all students interested in the study of literature and required for all English concentrators. *Wittenberg, Wollman*.

### **Eng. 184-1 World Drama** *4 sem. hrs.*

A survey of drama from the Greeks through the Renaissance to the modern age. Authors may include Sophocles, Shakespeare, Jonson, Shaw, Ibsen, Beckett, Lillian Hellman, and August Wilson. Reading will be supplemented by films, videos, and trips to local theaters. *Gullette*.

**Eng. 193-2 Women in Literature** *4 sem. hrs.*  
A study of 19th- and 20th-century women writers, including Jane Austen, Charlotte Brontë, Kate Chopin, Virginia Woolf, Toni Morrison, and Margaret Drabble. Emphasis on the changing roles, expectations, and responsibilities of women during this period. *Bromberg*.

**[Eng. 195-1 Art of Film** *4 sem. hrs.* Not offered in 1993-94.]

A survey of Hollywood genres and international classics serving as an introduction to film analysis. Syllabus will include a variety of films by directors such as Hitchcock, Hawks, Ford, Ray, Renoir, and Buñuel. A film will be screened twice each week and discussed twice each week by the class; there will be seven short papers, of which five will be graded; and there will be a take-home final exam. *To be offered in 1994-95*.

**Eng. 198-1 Studies in Film** *4 sem. hrs.*  
Women in Film. Cinematic depiction of women by male directors and by the small but growing minority of women directors. Possible consideration of contemporary examples of feminist counter-cinema. *Draper*.

## English Literature

### Shakespeare

#### **Eng. 121-1 Shakespeare** *4 sem. hrs.*

Analysis of major plays, with comment on the theater of Shakespeare's London. This class will also see films and when possible attend live performances of Shakespeare's plays. *Gullette*.

#### **Eng. 321-2 Studies in Shakespeare** *4 sem. hrs.*

*Prereq.: Eng. 121 or consent of the instructor.*

Close analysis of a few major plays and of the various critical approaches to them.

### 17th Century

#### **Eng. 131-2 English Literature of the 17th Century** *4 sem. hrs.*

An introduction to the literature of the 17th century, an era of rapid social change, political and religious controversy, doubt and disillusionment, and a search for new values. Study of Jacobean drama, the metaphysical and Cavalier poetry of Donne, Marvell, and Jonson, and selected works of Milton, including *Paradise Lost*. *Wollman*.

### 18th Century

#### **Eng. 143-1 The English Novel Through Dickens** *4 sem. hrs.*

The development of the English novel, with some 18th-century background and emphasis on 19th-century masters of the form. Such novelists as Fielding, Burney, Austen, the Brontës, Mary Shelley, and Dickens. *Bromberg*.

#### **[Eng. 342-1 Swift, Pope, and Johnson** *4 sem. hrs.* Not offered in 1993-94.]

Intensive study of Swift, Pope, and Johnson against the 18th-century background, with emphasis on the development of historical self-consciousness in and about art, and the attendant literary forms of satire, parody, and neoclassical imitation. Additional readings in Dryden, Congreve, Gray, and women writers of the period. Background material on English art, architecture, and music. *To be offered in 1994-95*.



## 19th Century

### Eng. 154-2 The English Novel from George Eliot 4 sem. hrs.

Major English novelists, such as George Eliot, Anthony Trollope, Thomas Hardy, Virginia Woolf, D. H. Lawrence, E.M. Forster, and at least one "neglected" novelist. *Gullette*.

### Eng. 351-2 Problems in Romantic Literature: The Romantic Rebel 4 sem. hrs.

Beginning with Milton's *Paradise Lost*, the subtext for all Romantic rebellion, and moving to Blake, its great theorist and visual artist, we will also look at works by Byron and Shelley. The course will conclude with the female perspective on Romantic rebellion in the novels of the Brontë sisters and in Mary Shelley's *Frankenstein*. *Bromberg*.

### Eng. 352-1 The Victorian Experience 4 sem. hrs.

Readings in Victorian literature, with emphasis on the major non-fiction prose writers, and some poets, of the period: Ruskin, Carlyle, Newman, Mill, Pater, and Arnold. Special attention paid to the idea of autobiography as seen in the above authors, in letters written by women, and in Virginia Woolf's *A Room of One's Own*. *Wollman*.

## Modern

### Eng. 139-1 Modern Poetry 4 sem. hrs.

This course will address modern poetry as the moving relation between individual consciousness and the world. Through many close readings, we will look at both the passion and energy of modern poetry as a meeting place between all kinds of imagination as well as the great resistances and fear of poetry in our culture. Primary consideration of Muriel Rukeyser, Elizabeth Bishop, Adrienne Rich, and Galway Kinnell. Rilke, Whitman, Akhmatova, Forché, Lorca, Lorde, Li-Young Lee, James Wright, Neruda, Langston Hughes, and Jean Valentine will also be heard. *Vaeth*.

### Eng. 357-1 Masterworks of English Fiction (DWC) 4 sem. hrs.

Topic for 1991-92: 20th Century Women Novelists from England and the Commonwealth. Using Woolf's *A Room of One's Own* as a critical focus, we will read novels by Woolf, Lessing, Emecheta, Atwood, Pym, Drabble, Howard, Gordimer, and Laurence. Special

attention to the experiences of Commonwealth writers, and supplementary reading in feminist theory and criticism. *Bromberg*.

### [Eng. 389-1 Modern Irish Literature 4 sem. hrs. Not offered in 1993-94.]

Major works in verse, fiction, and drama by William Butler Yeats, James Joyce, John Millington Synge, Sean O'Casey, and some of the newer voices in Irish writing, such as Seamus Heaney and others whose work has been influenced by the recent sectarian violence in Northern Ireland. *To be offered in 1994-95*.

## American Literature

### Literature Before 1900

#### Eng. 161-1 Major American Writers 1620-1865 (DWC)

4 sem. hrs.

After examining Puritan and Enlightenment writers, this course focuses on transcendentalists and abolitionists like Emerson, Thoreau, Margaret Fuller, and Frederick Douglass; and on "dark" romantics like Poe, Hawthorne, and Melville. Attention to the social milieu, and particularly to slavery, women's situation, evangelical religion, and social radicalism and reform. Attention also to links with 20th-century writers and ideas. *Sterne*.

#### Eng. 162-2 Major American Writers 1865-1900 4 sem. hrs.

Focuses on quests for "reality" in the works of Whitman, Dickinson, Twain, Henry James, Kate Chopin, W. E. B. DuBois, Edith Wharton, and Theodore Dreiser. Attention to influences on these writers like Darwinism, capitalism, the "genteel tradition," feminism, and the "discovery" of the unconscious mind. Attention also to links with later 20th-century writers and ideas. *Sterne*.

#### Amer. St. 285-2 Early American Autobiography, 1620-1840 (DWC)

4 sem. hrs.

Introduces the interdisciplinary nature of American studies through historical and literary sources. Social history provides a framework, while letters, diaries, and autobiographies illuminate the individual's response to and shaping of her/his community from the colonial period to the Civil War. *Crumpacker*.

**Eng. 361-1 Classic American Writers (DWC) 4 sem. hrs.**

Studies in depth, with critical readings, of the major 19th-century writers Hawthorne and Melville, with attention to their contributions to the development of a distinctively American literature. *Perry.*

**Modern American Literature**

**Eng. 163 Origins of the American Novel 4 sem. hrs.**

A look at some of the major American novelists of the late 19th and early 20th century. Emphasis on cultural context and technical developments. Writers will include Dreiser, Wharton, Crane, Cather, and Faulkner. *Wittenberg.*

**[Eng. 171-2 American Literature and Thought in the 20th Century: American Lives, American Lies 4 sem. hrs. Not offered in 1993-94.]**

The autobiographical writings of modern American writers are not merely accounts of their lives, but attempts to recreate themselves as the central characters in a version of the American myth. Using their considerable novelistic skills, they give us a series of characters who demonstrate the inherent contradictions involved in living the American identity. Writers will include Fitzgerald, Hemingway, Mary McCarthy, Baldwin, Wright, Didion, and Annie Dillard. *To be offered in 1994-95.*

**Eng. 172-1 Modern American Fiction 4 sem. hrs.**

The novels of major American writers from 1900 to the present, including such authors as Edith Wharton, William Faulkner, Ralph Ellison, Saul Bellow, Bernard Malamud, John Hawkes, Robert Penn Warren, and Nathanael West. *Perry.*

**Eng. 174-2 American Poetry 4 sem. hrs.**

A study of major American poets and the process by which the creation of a self precedes the creation of poetry. Attention to figures such as Walt Whitman, Emily Dickinson, Hart Crane, Marianne Moore, Wallace Stevens, William Carlos Williams, Theodore Roethke, and Robert Lowell. *Perry.*

**Eng. 176 Black Fiction in America 4 sem. hrs.**

A study of selected works of 20th-century black fiction in America. Analysis of the nov-

els will center on the examination of black literary achievements and the nature of the social and political climates that underlie contemporary literature.

**[Eng. 177-2 Modern American Black Drama 4 sem. hrs. Not offered in 1993-94.]**

A study of major themes and authors in black American drama from William Wells Brown to the present. The course will examine the achievements of black writers in their efforts to enrich a cultural heritage. With an emphasis on the contribution of black women, authors to be read include Alice Childress, Lorraine Hansberry, and Adrienne Kennedy. Attention will also be given to the work of local theater groups. *To be offered in 1994-95.*

**[Eng. 178-1 Multicultural Themes in Modern American Literature 4 sem. hrs. Not offered in 1993-94.]**

A study of personal, family, and cultural conflicts created by the tensions between ethnic and American loyalties in fictional and nonfictional works by black, Jewish, Native American (Indian), Asian-American, Hispanic-American, and other authors. The main focus will be on how these authors (male and female) dramatize the dilemma of affirming the values of ethnic identity in a civilization professing the virtues of assimilation. *To be offered in 1994-95.*

**[Amer. St. 286-2 American Women Writers, 1860-1980 (DWC) 4 sem. hrs. Not offered in 1993-94.]**

Studies the fiction and poetry of lesser-known American women writers from varied race and class backgrounds. Emphasizes themes such as family relationships, the impact of industrialization and immigration, household work, and new work for women outside their homes. Pays special attention to the interaction between minority and working-class women and their communities. Readings include Rebecca Harding Davis' *Life in the Iron Mills*; Sarah Orne Jewett's *The Country of the Pointed Firs*; Meridel LeSueur's *The Girl*; Toni Morrison's *Sula*; and other works by Chicana, American Indian, African American, and Asian-American women writers. *To be offered in 1994-95.*

**Eng. 372-2 Special Topics in Modern Literature: The Invented Self: Improvisation in Modern American Fiction 4 sem. hrs.**

Central to the modern American novel is a special protagonist who expresses the issues of

the American culture: Americans as authors of themselves, as creators of their own personae. As such, they are intensely artificial, and yet embody the fundamental features of the American psyche. The implications of these figures, both literary and societal, will be examined through works by such writers as Fitzgerald, Faulkner, Philip Roth, and Mary Gordon. *Perry*.

**Eng. 374-1 The Dramatic Imagination in America 4 sem. hrs.**

Focuses on 20th-century American plays by writers like Eugene O'Neill, Clifford Odets, Lillian Hellman, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Edward Albee, and August Wilson. We'll both read the plays as literature and enact them in class—as far as possible—as theater. *Sterne*.

## Comparative Literature

### Classics Through Renaissance

**Eng. 111-1 Greek Mythology and Religion 4 sem. hrs.**

Analysis of the myths surrounding the principal gods, goddesses, and heroes of Greece. Considerable attention to the influence of Greek myth on literature, psychology, and the visual arts. The Troy Legend examined in terms of archeological evidence, historical truth, literary merit, and lasting impact on Western culture. Readings will include Hesiod's *Theogony*, Homer's *Odyssey*, Ovid's *Metamorphoses*, and selected Greek plays. Museum trips, slides. *Manly*.

**Eng. 112-2 The Bible 4 sem. hrs.**

Close study of both the Old and New Testaments, with particular attention paid to the problems of different strategies of interpretation. *Wollman*.

**[Eng. 315-2 Topics in Early and Middle English Literature: Chaucer and His England 4 sem. hrs. Not offered in 1993-94.]**

Close study of the *Canterbury Tales* as the culminating expression of Chaucer's literary genius and as an irreplaceable evocation of social and intellectual life in a vital, formative period. Some collateral reading in some non-Chaucerian literature to fill out the cultural milieu. A discussion seminar with varied critical approaches brought to bear on Chaucer's achievement. *Manly*.

**Eng. 316-2 Topics in Early and Middle English Literature: The King Arthur Legend 4 sem. hrs.**

The origins of Arthur in history and folklore, the rise and decline of the chivalric ideal, the search for the Holy Grail, and related themes of love and adventure from King Arthur's legendary world. Course covers Arthurian tradition as it develops in the Middle Ages, extends through the 19th century, and undergoes a powerful revival in our own time. Readings in Chaucer, Malory, Chrétien de Troyes, Twain, Tennyson, T.S. Eliot, and T.H. White. Some attention to the Arthur legend in the fine arts and film. *Manly*.

**[Eng. 392 Studies in Medieval and Renaissance Literature 4 sem. hrs. Not offered in 1993-94.]**

Topic for 1993-94: Major classical texts: Augustine's *Confessions*, Dante's *La Vita Nuova*, Shakespeare's *Sonnets*, Montaigne's *Essays*, and Cervantes' *Don Quixote*. *To be offered in 1994-95.*

### 19th and 20th Centuries

**[Eng. 181-2 The Holocaust: Victims and Survivors 4 sem. hrs. Not offered in 1993-94.]**

An exploration of the various ways, visual and verbal, of representing Holocaust reality. Through documentary films, excerpts from survivor testimonies, and fiction and nonfiction by authors such as Primo Levi, Tadeusz Borowski, Ida Fink, Jorge Semprun, and Charlotte Delbo, we will examine the historical, psychological, and literary problems that arise when trying to discuss, describe, and evaluate the experience of loss and survival during the Holocaust. *To be offered in 1994-95.*

**[Eng. 190-1 19th-Century Russian Literature in Translation 4 sem. hrs. Not offered in 1993-94.]**

A close study of selected 19th-century Russian literary masterpieces, with emphasis on works by Tolstoy and Dostoevsky. We will pay special attention to the evolution of male and female Russian character and to the cultural, social, and psychological conflicts of the period. Other authors include Pushkin, Gogol, Lermontov, Turgenev, and Chekhov. *To be offered in 1994-95.*



### **Eng. 192-2 Madness in Literature**

*4 sem. hrs.*

Madness examined in literature as a higher form of sanity, as transcendence, as a source of creativity, and as a challenge to traditional assumptions about identity. Readings in a variety of genres will include Kafka, Poe, Hesse, T.S. Eliot, Pirandello, and Faulkner. Readings may be supplemented on occasion by films bearing on our subject. *Manly.*

### **Eng. 379-2 The Idea of Justice in Modern Literature (DWC) 4 sem. hrs.**

Explores literary treatments of the relationship between the law, especially the criminal trial, and the idea of justice. Undergraduate and graduate students will read works drawn from a list including Tolstoy's "God Sees the Truth, but Waits"; Melville's *Billy Budd*; Susan Glaspell's "A Jury of Her Peers"; Forster's *A Passage to India*; Katherine Anne Porter's "Noon Wine"; Wright's *Native Son*; Camus's *The Stranger*; Vladimir Tendryakov's "Justice"; and a novel by E.L. Doctorow. Graduate students will read, in addition to these texts, Dostoevsky's *The Brothers Karamazov*, and excerpts from books or articles on the treatment of the law in literature. *Sterne.*

### **Eng. 382-1 English and Continental Literature Since World War I 4 sem. hrs.**

Designed for graduate students and advanced English concentrators, this course will explore an array of postmodern fiction, primarily from England and the Continent. Films may also be included. Authors may include Gide, Lessing, Salih, Barnes, Kundera, Fowles, Calvino, and García Márquez. *Wittenberg.*

### **[Eng. 385-2 Special Topics in Literature**

*4 sem. hrs.* Not offered in 1993-94.]

*To be offered in 1994-95.*

## **Independent Learning**

### **Eng. 199-1, 2 Individual Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

Intended for students with substantial knowledge of a particular area of literary studies who wish to do advanced work in that area. Conferences as needed. *Members of the Department.*

### **Eng. 250-1, 2 Independent Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

Intended for students who wish to investigate a particular area of literary study under the direction of an instructor. Regular conferences.

*Members of the Department.*

### **Eng. 255-1, 2 Directed Study: Senior Thesis (DWC) 4 sem. hrs.**

Note: The student will normally elect this course in the semester in which she plans to complete her thesis. Should be taken following Eng. 250. *Members of the Department.*

### **Eng. 270-1, 2 Internship 8 sem. hrs.**

*Prereq.: consent of the Department.*

A one-semester program for English concentrators of supervised on-the-job experience in such fields as publishing and broadcasting. Requirements: approximately 20 hours a week at the place of business, regular meetings with the instructor, and a series of written assignments. Internships are not permitted in the summer. *Members of the Department.*

### **Eng. 280-1, 2 Field Experience 4 sem. hrs.**

*Prereq.: consent of the Department.*

Designed to combine academic knowledge with practical experience. Students do editing, writing, etc. in businesses such as publishing, journalism, and advertising. *Members of the Department.*

### **Eng. 400-1, 2 Directed Study: Graduate Level 4 sem. hrs.**

*Members of the Department.*

## **Graduate Seminars**

### **Eng. 402-1 Seminar in the Teaching of Writing 4 sem. hrs.**

Designed for graduate students interested in the theory and practice of teaching writing at the undergraduate level. The course will include reading of research and texts in the field, regular writing assignments, and classroom observation and simulation. Apprentice teaching of the freshman "Writing and Thinking" course is also planned. Taught by the Director of Writing. *Pei.*

### **Eng. 405-2 Contemporary Critical Theory**

*4 sem. hrs.*

This course will introduce graduate students to the concepts and practices of contemporary literary and cultural criticism. We will survey various developments of the field during the last two decades, including poststructuralist, psychoanalytic, historical materialist, and feminist theory, bringing these perspectives to bear on key literary and historical texts. Theoretical readings may include essays by Marx and Neo-Marxist critics, Freud and the new Freudians, Foucault, Barthes, and American and French feminists. *Wittenberg.*

*See also Frn. 405, LSt. 405, and Spn. 405*

## Faculty

**David George Gullette, Ph.D.** *Professor of English and Chair of the Department of English*

**Pamela Starr Bromberg, Ph.D.** *Professor of English and Coordinator of the Women's Studies Program*

**Judith Bryant Wittenberg, Ph.D.** *Professor of English and Director of the Graduate Programs in English*

**Richard Clark Sterne, Ph.D.** *Professor of English*

**William Michael Manly, M.A.** *Associate Professor of English*

**Lowry Cheng-Wu Pei, Ph.D.** *Associate Professor of English and Director of Writing*

**John Douglas Perry, Ph.D.** *Associate Professor of English*

**Richard Wollman, Ph.D.** *Assistant Professor of English*

**Esther Iwanaga, M.A.** *Instructor in Writing*

**Leslie A. Lawrence, M.A.T., M.F.A.**

*Instructor in Writing*

**Kimberly Vaeth, M.A.** *Instructor in Writing*

**Mary Joan Demaso, M.A.** *Special Instructor in English*

**Ellen Draper, Ph.D.** *Special Instructor in English*

**Kathy Coen, M.A.** *Special Instructor in English*

**Johanna Knowles, B.A.** *Staff Assistant for the departments of English and Philosophy*

## Department of Foreign Languages and Literatures

Courses are offered at different levels in French, German, Italian, Japanese, and Spanish to enable a student to strengthen her command of languages already studied or to begin the study of an additional foreign language. These courses are planned so that a student learns to speak and understand, as well as to read and write, with increasing facility and accuracy. As a student becomes familiar with a particular language, she develops an understanding of the nature of language in general. By studying literary works in the original language, a student acquires an ability to read with enjoyment and full comprehension. She also develops knowledge of the intellectual and social history of the people who speak the language. Moreover, the knowledge and experience obtained in the critical reading of the major works of foreign literature permanently extend the range of a student's resources in the humanities and provide a means and taste for developing them further.

A student may elect courses in a foreign language and literature as part of her liberal education, or she may select a foreign language as her field of concentration with some career objective in mind. A student may combine the special study of a foreign language with diverse fields of concentration in career areas; for example, in social sciences, in science, or in other fields within the humanities. A concentration in French or Spanish, when combined with a concentration in the humanities, social sciences, or management, will prepare a student for careers in government service in the United States and abroad, employment as a translator for publishers or international agencies, technical positions with international business firms, or graduate study. Language study is of particular interest to international relations concentrators. If a student wishes to teach foreign languages in secondary schools, she may combine

the concentration in French or Spanish with the appropriate concentration in education.

The field of international business offers excellent opportunities for women with a good command of a language who are interested in business and/or management. Because the opportunities are so diverse, the Department strongly recommends that a student interested in international management consult with the members of the Foreign Languages and Literatures and Management departments.

A student who wishes to study or work abroad must achieve competence in all basic language skills. A student planning further study in graduate school needs to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs.

Placement of a student who has not studied foreign languages at Simmons College is determined on the basis of tests given by the Department.

## Concentration in French

**Requirements.** The concentration consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to study abroad, but are expected to take a minimum of 16 semester hours of course work in the Department, including at least four semester hours upon their return from foreign study.

### Core Requirements

Four semester hours of advanced work in language, selected from:

- Frn. 245 Conversation and Composition
- Frn. 305 Topics in Advanced Language

four semester hours of French civilization, selected from:

- Frn. 325 Inside France: Studies in French Culture

- Frn. 327 French Press and Contemporary Culture

- Frn. 329 French Society Seen Through Film

four semester hours of introduction to French literature, selected from:

- Frn. 268 Major French Writers: The Early Period

- Frn. 269 Major French Writers: The Modern Period

eight semester hours of advanced work in literature and culture, selected from:

- Frn. 345 Fables, Fairy Tales, and the Emergence of the Short Story

- Frn. 350 French Theater: The Actor and the Script

- Frn. 360 Autobiography and the French Tradition

- Frn. 365 Turning Points in 19th-Century Literature

- Frn. 370 Outside France: Perspectives from the French-Speaking World

- Frn. 385 Modern Fiction

- Frn. 395 Seminar: Special Topics in French

Twelve semester hours of elective courses in language, literature, or civilization

Normally, no more than four semester hours of Departmental courses given in English may be credited toward the concentration. Students may petition the Chair of the Department to take up to eight semester hours of course work in English.

**Recommendations:** Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all French concentrators.

**Honors in French.** Candidates for honors in French are expected to fulfill College requirements as designated on page 27. The candidate registers in Frn. 250, Independent Study, in the fall semester. Upon satisfactory completion of that course and with departmental approval, she registers in Frn. 255, Senior Thesis, in the spring.



## Concentration in Spanish

**Requirements.** The concentration consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to improve their language skills through study abroad, but are expected to take a minimum of 16 semester hours of course work in the Department, including at least four semester hours upon their return from foreign study.

### Core Requirements

Four semester hours of advanced work in language, selected from:

Spn. 245 Conversation and Composition

Spn. 300 Advanced Conversation and Composition

four semester hours of Spanish or Hispanic-American civilization, selected from:

Spn. 325 Spanish Civilization

Spn. 327 Hispanic-American Cultural History

Spn. 329 Hispanic Society Seen Through Film

four semester hours of introduction to Spanish or Hispanic-American literature, selected from:

Spn. 266 Introduction to the Literature of Latin America

Spn. 268 Introduction to the Literature of Spain I

Spn. 269 Introduction to the Literature of Spain II

eight semester hours of advanced work in literature and culture, selected from:

Spn. 340 Cervantes

Spn. 345 19th-Century Spanish Novel

Spn. 370 Art of Revolution: Gender and National Liberation in Latin-American Literature

Spn. 380 The Contemporary Latin American Novel

Spn. 385 Multinational Corporations: A Latin American Perspective

Spn. 387 Latin American Women Writers

Spn. 390 Hispanic Women in the United States

Spn. 395 Seminar: Special Topics in Spanish

Twelve semester hours of elective courses in language, literature, civilization, or field work

Normally, no more than four semester hours of Departmental courses given in English may be credited toward the concentration. Students may petition the Chair of the Department to take up to eight semester hours of course work in English.

**Recommendations.** Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all Spanish concentrators.

**Honors in Spanish.** Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 27. The candidate registers in Spn. 250, Independent Study, in the fall semester. Upon satisfactory completion of that course and with departmental approval, she registers in Spn. 255, Senior Thesis, in the spring.

### Concentration in International Management

This program, offered jointly with the Department of Management, consists of a foreign language component and a management component. For detailed information, see page 105.

### Foreign Study Program

Simmons has its own program at the Universidad de Córdoba in Spain. For additional information and to receive a brochure, contact the Department. In addition, students may be granted credit for the satisfactory completion of a prescribed program in other duly recognized foreign study programs, provided each proposal is recommended by the school or department concerned and approved

by the Foreign Study Adviser and the Administrative Board. Those considering language study should explore the possibilities as early as possible to assure adequate preparation.

## **Graduate Programs in French and Spanish**

For information about the Master of Arts in French and the Master of Arts in Spanish, see page 167.

## **Courses**

### **French**

#### **Foreign Language Requirement Sequence**

##### **Frn. 101-1 Elementary French I**

*4 sem. hrs.*

Introductory course with emphasis on communication. All four basic language skills, understanding, speaking, reading, and writing, will be developed. The course aims to provide cultural and linguistic survival skills through contemporary methodologies. *Members of the Department.*

##### **Frn. 102-2 Elementary French II** *4 sem. hrs.*

*Prereq.: Frn. 101 or placement by the Department.*

Continuation of Frn. 101. *Members of the Department.*

##### **[Frn. 121-1 Intensive French for Communication I** *8 sem. hrs.*

Not offered in 1993-94.]

This course is designed for those who want an intensive language experience and an emphasis on speaking the language. Videos, films, slides, and audio tapes will be used to present new material; students will participate daily in improvisations of everyday situations. *Frn. 121 followed by Frn. 122 fulfill the language requirement. Members of the Department.*

##### **[Frn. 122-2 Intensive French for Communication II** *8 sem. hrs.* Not offered in 1993-94.]

*Prereq.: Frn. 121.*

Continuation of Frn. 121. *Frn. 121 and 122 fulfill the language requirement. Members of the Department.*

##### **Frn. 201-1 Intermediate French I** *4 sem. hrs.*

*Prereq.: Frn. 102 or placement by the Department.*

A review of grammar, with oral practice and reading of short modern French texts. Emphasis is on development of spoken skills and vocabulary for everyday life in French-speaking countries. *Members of the Department.*

##### **Frn. 202-2 Intermediate French II**

*4 sem. hrs.*

*Prereq.: Frn. 201 or placement by the Department.*

Continuation of Frn. 201. *Members of the Department.*

##### **Frn. 210-1, 2 Accelerated Intermediate French** *4 sem. hrs.*

*Prereq.: Frn. 201 or placement by the Department.*

[Frn. 210 cannot be taken for credit in addition to Frn. 202.]

A one-semester review of basic French grammar and an introduction to moderate-length readings in French. Oral skills are developed through dramatizations and conversations. *Members of the Department.*

## **Language Courses**

##### **Frn. 240-2 Spoken French** *4 sem. hrs.*

*Prereq.: either Frn. 202 or 210, or consent of the instructor.*

For students who wish to develop conversational skills. Emphasis on pronunciation, everyday vocabulary, listening comprehension, and oral expression. Class activities will be complemented by work in the language laboratory. *Keane.*

##### **Frn. 245-1 Conversation and Composition** *4 sem. hrs.*

*Prereq.: Frn. 202 or 210 or consent of the instructor.*

This course offers post-intermediate students the opportunity to develop greater facility in the use of oral and written language. Emphasis is on contemporary vocabulary and usage; students are encouraged to express themselves on personal and current issues. A number of short papers are required, as well as several prepared oral reports. *Keane.*

**Frn. 305-2 Topics in Advanced Language: French Styles 4 sem. hrs.**

*Prereq.: One literature or one civilization course or consent of the instructor.*

A study and practice of different registers and styles of spoken and written French. A variety of styles, from advertising and the media to fine literary writing, will be analyzed and used as models for our own productions. The course will range from French for personal and creative expression to French for business communication, and includes an introduction to translation skills. *Ramsay.*

## Civilization Courses

**Frn. 325-2 Inside France: Studies in French Culture (DWC) 4 sem. hrs.**

*Prereq.: Frn. 245 or consent of the instructor.*

A multi-media study through selected topics of the geography, history, artistic traditions, and institutions of France. The course seeks a definition of French cultural identity and investigates the significance of this cultural "difference" for our time. General topics may include; Regions of France; The Court of Louis XIV: Versailles and its Legacy; The French Revolution and the Bicentenary; Love, Marriage, and the Family: Past and Present; Surrealism and the Thirties; The Occupation Revisited; The Existential Generation: Gide, Camus, Sartre, and De Beauvoir; Modern France through song and poetry; A French Education; France and North Africa: The Other French; She's Got the (French) Look: Advertising and the Images that Sell France; Contemporary Faces: Technological, Artistic, European. Each student also selects a personal research and writing project. *Ramsay.*

**[Frn. 327-2 The French Press and Contemporary Culture 4 sem. hrs.**

Not offered in 1993-94.]

*Prereq.: Frn. 245 or consent of the instructor.*

This course includes the comparison of current newspapers such as *Le Figaro*, *Le Monde*, *France-Soir*, *L'Humanité*, often from the same day of publication, in order to assess in what ways they represent contemporary society's views of political and social thinking. The study of periodicals can include *L'Express*, *Le Point*, *Le Nouvel Observateur*, and *Le Canard enchaîné*, as well as additional journalistic material to supplement discussion of selected themes in contemporary French civilization.

**Frn. 329-1 French Society Seen Through Film 4 sem. hrs. Prereq.: Frn. 245 or consent of the instructor.**

Topic for 1993—Urban Encounters: Filming Paris. From the silent era on, the city of Paris has played a starring role both in film history and on film. Focusing on key moments in the development of the French cinema (Surrealism, poetic realism, the New Wave, etc.), we shall examine the ways different filmmakers have represented Paris. Directors whose work will be studied may include: Clair, Carné, Renoir, Truffaut, Godard, Varda, Rohmer. *Ramsay.*

## Literature Courses

**Frn. 268-2 Major French Writers: The Early Period 4 sem. hrs.**

*Prereq.: Frn. 245 or consent of the instructor.*

Introduction to close reading of the texts that have formed the common culture of the French. Emphasis on the theme of love, through the Age of Chivalry, the Renaissance, the Classical period, and the Age of the Enlightenment. Techniques of *explication de texte*, critical essay and journal writing will be developed. Selection of works from such authors as Chrétien de Troyes, Ronsard, Molière, Racine, Madame de Sevigne, Prevost, Madame de Lafayette, Rousseau, Voltaire, and Laclos. *Fraioli.*

**Frn. 269-1 Major French Writers: The Modern Period 4 sem. hrs.**

*Prereq.: Frn. 245 or consent of the instructor.*

Introduction to methods of literary analysis and criticism through a study of representative works of modern French literature. Selections will be organized around the general theme of changing mindscapes and textshapes in 19th- and 20th-century France. Texts by such writers as Balzac, Flaubert, Baudelaire, George Sand, Gide, Sartre, Camus, Marguerite Yourcenar, and Marguerite Duras. *Ramsay.*

**Frn. 345-1 Fables, Fairy Tales, and the Emergence of the Short Story 4 sem. hrs.**

*Prereq.: Frn. 245 or consent of the instructor.*

An examination of the short literary forms that have been used to convey the universal themes of human nature. Compares the strengths of various forms as vehicles of expression. Designed to develop recognition of style and aesthetic quality in enjoyment of apparently simple genres. *Stadler-Chester.*



**Frn. 350-2 French Theater: The Actor and the Script 4 sem. hrs.**

*Prereq.: Frn. 245 or consent of the instructor.*

A study of a number of important French plays, including works by Molière, Racine, Marivaux, and Beckett. These works will be considered not only as literary masterpieces but also as scripts from which actors and directors have had to work. Course materials will include documentation on great actors of the past, as well as filmed versions of classic and contemporary plays. Students will be encouraged to develop their own presentations of selected scenes. *Keane.*

**Frn. 360-1 Autobiography and the French Tradition (DWC) 4 sem. hrs.**

*Prereq.: Frn. 245 or consent of the instructor.*

An examination of the nature of autobiography through texts from different periods of French and Francophone literature. Readings will include recognized major writers (Rousseau, Gide, Colette), as well as some who are less well known. *Keane.*

**[Frn. 365-1 Turning Points in 19th-Century Literature 4 sem. hrs. Not offered in 1993-94.]**

In 19th-century France, social and political upheavals were accompanied by revolutionary transformations in the arts. Poets, dramatists, and novelists explored new forms, assumed new roles and spoke to an increasingly broad public. How did these writers see and represent their world? How did they see their own role, and what did they think of their audience? We shall focus on these questions, with particular attention to transforming moments in the novel (Balzac, Stendhal, Flaubert, Sand, Zola) and in poetry (Hugo, Baudelaire, Mallarmé, Rimbaud).

**[Frn. 370-1 Outside France: Perspectives from the French-Speaking World (DWC) 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: Frn. 245 or consent of the instructor.*

A multi-media study of selected French-speaking cultures of North America, the Caribbean, the South Pacific and Africa. Using the perspectives on France viewed from outside discovered in a corpus of both literary and socio-historical texts, the course will attempt to approach an understanding of these other "French."

**[Frn. 385-2 Modern Fiction (DWC) 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: Frn. 245 or consent of the instructor.*

Outstanding examples of French fiction from

the turn of the century to the present. Authors to be studied will include Proust, Gide, Mauriac, Colette, Malraux, Butor, and Duras, as well as at least one francophone writer from outside France.

**[Frn. 395-1 Seminar: Special Topics in French 4 sem. hrs. Not offered in 1992-93.]**

*Prereq.: Frn. 268, 269, or an upper-level course in French literature, or consent of the instructor.*

## Independent Learning

Students who intend to investigate an area of interest through independent learning should consult with a member of the faculty well in advance.

**Frn. 199-1, 2 Individual Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

**Frn. 250-1, 2 Independent Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

**Frn. 255-1, 2 Senior Thesis 4 sem. hrs.**

*Prereq.: consent of the instructor.*

**Frn. 270-1, 2 Internship 8 sem. hrs.**

*Prereq.: consent of the Department*

A one-semester program for French concentrators of supervised on-the-job experience in such areas as publishing and tutoring. Requirements: approximately 20 hours a week at the place of business, regular meetings with the instructor, and completion of reading and writing assignments. Internships are not available during the summer. *Members of the Department.*

**Frn. 450-1, 2 Graduate Independent Study 4 or 8 sem. hrs.**

*Prereq.: consent of the instructor.*

**Frn. 460-1, 2 Graduate Individual Study 4 or 8 sem. hrs.**

*Prereq.: consent of the instructor.*

## Graduate Seminars

**Frn. 405-2 Contemporary Critical Theory 4 sem. hrs.**

This course will introduce graduate students to the concepts and practices of contemporary

literary and cultural criticism. We will survey various developments of the field during the last two decades, including poststructuralist, psychoanalytic, historical materialist, and feminist theory, bringing these perspectives to bear on key literary and historical texts. Theoretical readings may include essays by Marx and Neo-Marxist critics, Freud and the new Freudians, Foucault, Barthes, and American and French feminists. *Members of the Department.*  
*See also Eng. 405, LSt. 405, and Spn. 405.*

### **Frn. 430-1 Cultural Theory and Multicultural Practice 4 sem. hrs.**

This course examines theoretical frameworks used to explore culture and then uses these theories to examine current debates on national identities and multicultural education in an international context. We will discuss how cultures incorporate, marginalize, and exclude people, how they describe and construct those who do not "fit"; how the Others perceive themselves; and how contact with these Others potentially transforms the hegemonic culture. Students will have a small-group project in which they will study interactions between members of different cultures, and an individual seminar project on a culture other than their own. *Treacy.*

## **German**

### **Ger. 101-1 Elementary German I 4 sem. hrs.**

Introductory course that will develop the student's ability to understand, speak, read, and write German. Cultural texts and communicative skills will be emphasized to provide the student with the rudiments necessary to survive in a German-speaking country. *Marks.*

### **Ger. 102-2 Elementary German II 4 sem. hrs.**

*Prereq.: Ger. 101 or placement by the Department.*  
 Continuation of Ger. 101. *Marks.*

### **Ger. 201-1 Intermediate German I 4 sem. hrs.**

*Prereq.: Ger. 102 or placement by the Department.*  
 Review and completion of basic German syntax. Reading comprehension and cultural/historical awareness will be expanded through short literary and cultural texts. Communication skills will be developed through audio-visual materials, classroom discussions and short compositions. *Marks.*

### **Ger. 202-2 Intermediate German II 4 sem. hrs.**

*Prereq.: Ger. 201 or placement by the Department.*  
 Continuation of Ger. 201. *Marks.*

## **Italian**

### **Itl. 101-1 Elementary Italian I 4 sem. hrs.**

This introductory course will develop the student's ability to speak, read, and write in Italian. Awareness and understanding of Italian culture will be enhanced through presentation of realia and authentic materials. *Wellington.*

### **Itl. 102-2 Elementary Italian II 4 sem. hrs.**

*Prereq.: Itl. 101 or placement by the Department.*  
 Continuation of Itl. 101. *Wellington.*

### **Itl. 201-1 Intermediate Italian I 4 sem. hrs.**

*Prereq.: Itl. 102 or placement by the Department.*  
 Development of communicative skills through a selective grammar review. Authentic readings and audio-visual materials including films will also be used to enhance discussion of different aspects of contemporary Italian life. Continued practice in writing and intensive work on spoken skills. *Members of the Department.*

### **Itl. 202-2 Intermediate Italian II 4 sem. hrs.**

*Prereq.: Itl. 201 or placement by the Department.*  
 Continuation of Itl. 201. *Members of the Department.*

## **Japanese**

The following courses are offered when student enrollments warrant. Please consult the Department for more information.

### **Jpn. 101-1 Elementary Japanese I 4 sem. hrs.**

Introductory course with emphasis on communication. The course aims to provide cultural and linguistic survival skills through contemporary methodologies and authentic materials. Hiragana is introduced early in the first semester. *Liu.*

### **Jpn. 102-2 Elementary Japanese II**

*4 sem. hrs.*

*Prereq.: Jpn. 101 or placement by the Department.*

A course intended for non-native speakers of Japanese who have successfully completed Jpn. 101 or the equivalent. Emphasizes the attainment of good spoken control and develops a foundation of literacy. Katakana writing system is introduced early in the semester. Students begin to learn Kanji in the second half of the course. *Liu.*

### **Jpn. 201-1 Intermediate Japanese I**

*4 sem. hrs.*

*Prereq.: Jpn. 102 or placement by the Department.*

Further practice of patterns and structures of the language. This course is designed for students who want to develop speaking and reading skills. Videos, films, and audio tapes will be used to present new material. *Liu.*

### **Jpn. 202-2 Intermediate Japanese II**

*4 sem. hrs.*

*Prereq.: Jpn. 201 or placement by the Department.*

Continues work done in 201. Emphasizes the development of speaking and reading proficiency. In addition to textbook assignments, students will read simple articles by Japanese writers. *Liu.*

## **Russian**

### **Language Courses**

The following four courses are offered when student enrollments warrant. Please consult the Department for more information.

#### **[Rus. 101-1 Elementary Russian I**

*4 sem. hrs. Not offered in 1993-94.]*

This course will introduce the students to speaking, reading, and writing in Russian. Audio-visual materials and local field-trips will enhance students' comprehension of linguistic and cultural nuances.

#### **[Rus. 102-2 Elementary Russian II**

*4 sem. hrs. Not offered in 1993-94.]*

*Prereq.: Rus. 101 or placement by the Department.*

Continuation of Rus. 101.

#### **[Rus. 201-1 Intermediate Russian I**

*4 sem. hrs. Not offered in 1993-94.]*

*Prereq.: Rus. 102 or placement by the Department.*

Review and continued development of communicative skills through reading graded prose and periodical literature. Audio-visual materials including films will be used to enhance in-class discussion of contemporary issues. Involvement in local Russian-speaking community will be encouraged.

#### **[Rus. 202-2 Intermediate Russian II**

*4 sem. hrs. Not offered in 1993-94.]*

*Prereq.: Rus. 201 or placement by the Department.*

Continuation of Rus. 201.

## **Spanish**

### **Foreign Language Requirement Sequence**

#### **Spn. 101-1 Elementary Spanish I**

*4 sem. hrs.*

Introductory course that will develop the student's ability to speak, read, and write in Spanish. Awareness and understanding of the Spanish-speaking world will be enhanced through the presentation of cultural materials. *Members of the Department.*

#### **Spn. 102-2 Elementary Spanish II**

*4 sem. hrs.*

*Prereq.: Spn. 101 or placement by the Department.*

Continuation of Spn. 101. *Members of the Department.*

#### **[Spn. 121-1 Intensive Spanish for Communication I 8 sem. hrs.**

*Not offered in 1993-94.]*

This course is designed for those who want an intensive language experience and an emphasis on speaking the language. Videos, films, slides, and audio tapes will be used to present new material; students will participate daily in improvisations of everyday situations. *Spn. 121 followed by Spn. 122 fulfill the language requirement. Members of the Department.*

#### **[Spn. 122-2 Intensive Spanish for Communication II 8 sem. hrs.**

*Not offered in 1993-94.]*

*Prereq.: Spn. 121.*

Continuation of Spn. 121. *Spn. 121 and 122 fulfill the language requirement. Members of the Department.*



### **Spn. 201-1 Intermediate Spanish I**

4 sem. hrs.

*Prereq.:* Spn. 102 or placement by the Department.

Development of communicative skills through a selective grammar review, discussion on topics of interest, and frequent use of audio-visual materials. Reading comprehension and cultural awareness are expanded through examples of Hispanic prose and poetry. *Members of the Department.*

### **Spn. 202-2 Intermediate Spanish II**

4 sem. hrs.

*Prereq.:* Spn. 201 or placement by the Department.

Continuation of Spn. 201. *Members of the Department.*

### **Spn. 210-1 Accelerated Intermediate Spanish** 4 sem. hrs.

*Prereq.:* Spn. 201 or placement by the Department.

[Spn. 210 cannot be taken for credit in addition to Spn. 202.]

A complete review of grammar and analysis of contemporary Hispanic texts. Emphasis on student-led discussion, group activities, and writing practice to increase proficiency. *Members of the Department.*

## **Language Courses**

### **Spn. 240-2 Spoken Spanish** 4 sem. hrs.

*Prereq.:* either Spn. 202 or 210, or consent of the instructor.

Intensive oral-aural practice, with emphasis on the language used in daily life. For those who wish to perfect pronunciation and increase fluency in Spanish. *Cohen.*

### **Spn. 245-1 Conversation and Composition** 4 sem. hrs.

*Prereq.:* either Spn. 202, 210, or consent of the instructor.

The goal of this course is to increase proficiency in the oral and written use of language. Readings include selections by contemporary Latin American authors and focus on various issues, such as women's roles and human rights. These as well as other current events will provide topics for written assignments and oral presentations. *Treacy.*

### **Spn. 300-2 Advanced Conversation and Composition** 4 sem. hrs.

*Prereq.:* Spn. 245, or consent of the instructor. An intensive course designed to stress both written and oral expression in the Spanish lan-

guage. A discussion of the finer points of grammar and some work in stylistics will be included. Texts will be selected from works by contemporary authors. *Pfaff.*

## **Civilization Courses**

### **[Spn. 325-1 Spanish Civilization** 4 sem. hrs. Not offered in 1993-94.]

*Prereq.:* Spn. 245 or consent of the instructor. A survey of Spanish culture, traditions, and archetypes as reflected in the texts of selected periods. A study of key historical and mythic figures: El Cid of the Reconquest; Christopher Columbus and the Discovery of the New World; Don Quijote and Sancho Panza, literary figures of the Spanish Golden Age; Don Juan and Carmen, romantic figures of the Nineteenth Century; Lorca and Picasso of the Twentieth Century and the Spanish Civil War. Special attention will be given to the role of women and ethnic minority groups in Spanish society.

### **Spn. 327-1 Hispanic-American Cultural History (DWC)** 4 sem. hrs.

*Prereq.:* Spn. 245 or consent of the instructor. An introduction to the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, with emphasis on Mexico, Peru, and Argentina. Special attention given to the historiography of the conquests of Mexico and Peru; Bolivar and the generation of 1810; the consequences of the Spanish-American War of 1898; and the Mexican Revolution of 1910. *Pfaff.*

### **[Spn. 329-2 Hispanic Culture as Seen Through Film** 4 sem. hrs. Not offered in 1993-94.]

A presentation of Hispanic culture, politics, and literature as seen through the prism of cinema. The topic changes yearly. The course is open to non-concentrators and is often taught in English.

## **Literature Courses**

### **[Spn. 264-2 20th-Century Hispanic Drama** 4 sem. hrs. Not offered in 1993-94.]

*Prereq.:* Spn. 202 or 210, Spn 245, or consent of the instructor.

Readings of plays by major contemporary playwrights of Spain and Hispanic America, with critical discussion of the stylistic and social concerns that link these writers.

**[Spn. 266-1 Introduction to the Literature of Latin America (DWC) 4 sem. hrs.** Not offered in 1993-94.]

*Prereq.:* Spn. 245 or consent of the instructor. Critical readings of masterpieces by the major writers of Latin America. Introduction to the main trends in Latin American literature and thought, with emphasis on periods of significant interest: the *cronistas* and the colonial era, as well as the 19th and 20th centuries.

**Spn. 268-1 Introduction to the Literature of Spain I 4 sem. hrs.**

*Prereq.:* Spn. 245 or consent of the instructor. Guided discussion of 16th- and 17th-century Spanish masterpieces including *Lazarillo de Tormes*, plays by Lope de Vega, Tirso de Molina, and Calderón de la Barca, as well as the minor prose of Cervantes. These major contributions to world literature are viewed against the background of the Golden Age, a period whose accomplishments and atrocities reflect the aftermath of the Spanish Inquisition. *Cohen.*

**Spn. 269-2 Introduction to the Literature of Spain II 4 sem. hrs.**

*Prereq.:* Spn. 245 or consent of the instructor. Introduction to methods of literary analysis and criticism through a study of representative works of 19th- and 20th-century Spanish literature. Emphasis is given to the Generation of 1898, the poetic Generation of 1927, and contemporary fiction. Works by Miguel de Unamuno, Antonio Machado, Federico García Lorca, Miguel Hernández, and Juan Goytisolo. *Cohen.*

**[Spn. 340-1 Cervantes 4 sem. hrs.** Not offered in 1993-94.]

*Prereq.:* Spn. 245 or consent of the instructor. The originality and impact of Cervantes' fiction. Partial emphasis on *Don Quixote* within the context of Cervantes' other works as well.

**Spn. 345-1 Studies in Spanish Fiction 4 sem. hrs.**

*Prereq.:* Spn. 245 or consent of the instructor. This course studies the work of major Spanish novelists of the 19th and 20th centuries through the exploration of a particular theme, such as Male and Female Perspectives on Love and Desire, Conflicts between Tradition and Change, etc. Writers to be considered include: Benito Pérez Galdós, Emilia Pardo Bazán, Leopoldo Alas, Miguel Delibes, Juan Goytisolo, and Ester Tusquets. *Peláez.*

**Spn. 370-2 Art of Revolution: Gender and National Liberation in Latin American Literature (DWC) 4 sem. hrs.**

The artist's view of revolutionary change in Latin-American fiction and poetry of the 1970s and 1980s. Emphasis is given to the liberating potential of national revolutions, women's role in the traditionally male sphere of politics, as well as problems of freedom and artistic creativity in revolutionary and counterrevolutionary societies. Works by Isabel Allende and Ariel Dorfman (Chile), Edmundo Desnoes (Cuba), Manlio Argueta (El Salvador), Antonio Skármeta (on Nicaragua), and Marta Traba (Argentina). The course is open to non-concentrators and is taught in English. *Treacy.*

**[Spn. 380-2 The Contemporary Latin American Novel 4 sem. hrs.** Not offered in 1993-94.]

*Prereq.:* Spn. 245 or consent of the instructor. This course studies the work of major contemporary novelists (Fuentes, García Marquez, Carpentier, Vargas Llosa, etc.) not only as literature but also as reflections of the cultures, social turmoil, and political upheaval which produced it and which has characterized Latin America in this century. A special effort is made to trace themes and topics throughout the novels read and to show these as well as the literary techniques being used to express them.

**Spn. 385-2 Multinational Corporations: A Latin American Perspective 4 sem. hrs.**

*Prereq.:* Spn. 245 or consent of the instructor. The seminar will focus on the cultural and ideological responses of leading Latin American intellectuals and writers to the presence of U.S.-owned enterprises in selected countries (Mexico, Argentina, Brazil, Chile, and Peru). *Pfaff.*

**[Spn. 387-1 Latin American Women Writers 4 sem. hrs.** Not offered in 1993-94.]

*Prereq.:* Spn. 245 or consent of the instructor. The seminar will explore works by contemporary Latin-American women writers, which, though on a par with those of their male counterparts, have been widely neglected. Among the topics to be discussed are characterization of women's role delineation and the impact of society on women. Established authors will be read; however, special attention will be given to promising young writers.

**[Spn. 390-2 Hispanic Women in the United States 4 sem. hrs.** Not offered in 1993-94.] This course explores the cultural heritage of various groups of Hispanic women now living in the United States, including Puerto Ricans, Chicanas, Cuban emigrées, and refugees from Central America. The focus will be on Hispanic women's self-affirmation through literature. Open to non-concentrators and given in English. *Treacy*.

## Field Work

**Spn. 280-1 Migrant in the City: Field Work Seminar on Puerto Rican Culture (DWC) 4 sem. hrs.**

*Prereq.: consent of the instructor.*

Class meetings detail the Puerto-Rican life experience and complement placements in Boston's Spanish-speaking community (arranged at bilingual schools, social service centers, government agencies, hospitals, etc.). Open to non-concentrators. Conducted in English. *Cohen*.

## Independent Learning

Students who intend to investigate an area of interest through independent learning should consult with a member of the faculty well in advance.

**Spn. 199-1, 2 Individual Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

**Spn. 250-1, 2 Independent Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

**Spn. 255-1, 2 Senior Thesis 4 sem. hrs.**

*Prereq.: consent of the instructor.*

**Spn. 270-1, 2 Internship 8 sem. hrs.**

*Prereq.: consent of the Department.*

A one-semester program for Spanish concentrators of supervised on-the-job experience in such areas as publishing and tutoring. Requirements: approximately 20 hours a week at the place of business, regular meetings with the instructor, and completion of reading and writing assignments. Internships are not available during the summer. *Members of the Department*.

**Spn. 450-1, 2 Graduate Independent Study 4 or 8 sem. hrs.**

*Prereq.: consent of the instructor.*

**Spn. 460-1, 2 Graduate Individual Study 4 or 8 sem. hrs.**

*Prereq.: consent of the instructor.*

## Graduate Seminars

**Spn. 405-2 Contemporary Critical Theory 4 sem. hrs.**

This course will introduce graduate students to the concepts and practices of contemporary literary and cultural criticism. We will survey various developments of the field during the last two decades, including poststructuralist, psychoanalytic, historical materialist, and feminist theory, bringing these perspectives to bear on key literary and historical texts. Theoretical readings may include essays by Marx and Neo-Marxist critics, Freud and the new Freudians, Foucault, Barthes, and American and French feminists. *Members of the Department*. See also Eng. 405, Frn. 405, and LSt. 405.

**Spn. 430-1 Cultural Theory and Multicultural Practice 4 sem. hrs.**

This course examines theoretical frameworks used to explore culture and then uses these theories to examine current debates on national identities and multicultural education in an international context. We will discuss how cultures incorporate, marginalize, and exclude people, how they describe and construct those who do not "fit"; how the Others perceive themselves; and how contact with these Others potentially transforms the hegemonic culture. Students will have a small-group project in which they will study interactions between members of different cultures, and an individual seminar project on a culture other than their own. *Treacy*.

The following courses are open to graduate students (exceptionally qualified undergraduates may petition for entry):

**FL 308-1 Linguistics for Second Language Teachers 4 sem. hrs.**

This course presents research in and theories of second language acquisition (SLA). Importance in SLA of factors such as age, role of first language, language environment, learning style and motivation will be examined. Other topics to be discussed include acquisition order, error analysis, interlanguage and discourse analysis. *Burckett-Picker*.



## **FL 310-S Applied Grammar for Second Language Acquisition 4 sem. hrs.**

This course will examine lexical, phonological, morphological, and syntactic issues important for TESL. There will be a discussion of major problems that speakers of certain foreign languages have in learning English. Students will construct a synthetic language as an exercise in understanding language structure.

*Burckett-Picker.*

## **Courses offered in English**

See individual listings for more details.

- |      |     |   |
|------|-----|---|
| Rus. | 325 | Russian Civilization  |
| Spn. | 329 | Hispanic Society as Seen Through Film                           |
| Spn. | 370 | The Art of Revolution   |
| Spn. | 390 | Hispanic Women in the United States                             |
| Spn. | 280 | Migrant in the City: Field Work Seminar on Puerto Rican Culture |

## **Faculty**

**Raquel Halty Pfaff, Ph.D.** *Professor of Spanish and Chair of the Department of Foreign Languages and Literatures*

**Charles R. Mackey, Ph.D.** *Professor of French and Dean of Humanities*

**Mary Jane Treacy, Ph.D.** *Professor of Spanish*

**Louise G. Cohen, Ph.D.** *Associate Professor of Spanish*

**\*\*Deborah Fraioli, Ph.D.** *Associate Professor of French*

**Susan M. Keane, Ph.D.** *Associate Professor of French and Foreign Study Adviser*

**Raylene Ramsay, D.A.** *Associate Professor of French*

**Jenifer Burckett-Picker, Ph.D.** *Assistant Professor of Spanish and Director of MATESL Program*

**Dolores Peláez Benitz, Ph.D.** *Assistant Professor of Spanish*

**Amalia Pulgarín, Ph.D.** *Director, Simmons in Córdoba Program*

**Elizabeth C. Wellington, Ph.D.** *Assistant Professor of Spanish*

**Zhigang Liu, M.A.** *Instructor in Japanese*

**Martha Marks, Ph.D.** *Special Instructor in German*

**Ellen Robidoux** *Staff Assistant for the Department of Foreign Languages and Literatures*

**\*\*On sabbatical leave first semester 1993-94.**

## **Department of History**

Courses in history, whether they lead to a concentration in the subject or are taken to enrich a general education, prepare students for careers as teachers, reference librarians, archival researchers, professional historians, lawyers, or government officials. While many of these professional activities require further study in graduate school, others can be entered directly upon receipt of a bachelor's degree. Courses taken individually provide insights into the contemporary world situation and also into human experience in general.

*Students electing a concentration in history alone* may specialize in any one of its various fields. Specializations in European, American, African, African American, and women's history may be arranged in consultation with the Department, and will normally consist of courses built upon general requirements. A specialization will usually be constructed from seminars, specific topic courses, and courses emphasizing methodological or thematic approaches. Courses titled *History Beyond the North Atlantic* (see below) can be incorporated into a specialization upon student petition. *Students not concentrating in history alone* may choose to combine courses in history with those in another department and to construct for themselves, either according to pre-established guidelines or independently, a concentration specifically directed toward their particular goals. The Department recommends that first-semester *freshmen considering a concentration in history* take as their first course either His. 100 or 140. For *non-concentrators* who wish to study history for the purpose of educational enrichment, the Department recommends that they select from the following: His. 100, 101, 116, 117, 140, 141, 210, 211, 221, 227, 228, or AAS. 110.

## **Concentration in History**

The concentration in history is composed of 32 semester hours of history courses,

plus the eight semester hours that satisfy the all-College independent study requirement. The courses are integrated into the concentration in such a way as to provide academic work in a range of periods, geographical areas, and cultural contexts. Courses numbered at the 100 level are recommended as first courses for freshmen and concentrators. Those at the 200 level are recommended for upperclassmen and students who have taken courses in history or related fields. Most of the courses may be taken without prerequisites; however, the Department does recommend a sequence that begins with relatively introductory courses and progresses toward more specialized courses. Whatever the particular combination, the net effect as determined by the Department shall be that the spirit of distribution between American and European courses will be upheld.

### Requirements

**Category I: Introductory level.** Any three courses chosen from the following, but no more than two courses may be chosen from a single subject area:

- His. 100 History of Western Civilization: Medieval to Modern, 1000-1715
- His. 101 History of Western Civilization: The Enlightenment to the Present
- His. 140 History of American Civilization I
- His. 141 History of American Civilization II
- His. 227 Europe in the 19th Century
- His. 228 Europe in the 20th Century

Students considering a concentration in history are advised to complete Category I by the end of their sophomore year.

**Category II: Specialization.** Three courses in European history or American history or another subject area. One course in Category I may count in Category II.

**Category III: Required subject matter courses.** Three courses: one course in African American or African history, one course in ancient or medieval history, and one course in women's history.

**Category IV: Independent study.** Two courses: historiography (His. 397), plus one of the following:

- His. 250 Independent Study
- His. 255 Honors thesis (see honors in history below)

- His. 270 Internship
- His. 280 Field Work
- Upper-level history seminar

or

Approved independent study course from another department

Concentrators must declare how they plan to fulfill the independent study requirement before the end of their junior year.

### Interdepartmental and Double Concentrations

Many opportunities exist for students who wish to combine courses in history with courses offered by another department. A student may propose an interdepartmental concentration in European studies or a double concentration such as history-secondary education. Other fields that lend themselves to such combinations with history are English, foreign languages and literatures, economics, education, political science, sociology, and philosophy. The list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a concentration. Another possible combination permits fulfilling requirements for the Master of Arts in Teaching degree (see the requirements on page 163), along with those leading to the B.A. Although the ordinary expectation is that the M.A.T. requires a fifth year of courses, with careful planning and effective advisement, that time may be shortened. Students interested in any of these concentrations should discuss their plans early in their college career with their adviser and the chairmen of the departments involved.

While registration in certain courses may occasionally be limited, all courses are available to properly qualified students. Courses numbered in the 200's are especially suitable for advanced undergraduates. Graduate students may, under advisement, elect any courses offered by the department.

**Honors in History.** An honors program is offered to qualified students who are eligible according to the College requirements designated on page 27. An honors candidate is required to register in His. 250, Independent Study, in the first semester of her senior year. Upon satisfactory completion of that course, she is then required to register in, and satisfactorily complete, His. 255, Directed Study: Senior Thesis. This course, along with a course in historiography, fulfills the College's independent study requirement. The honors program, although open to any qualified student concentrating in history, is especially recommended to students intending to pursue their study of history or a related subject in graduate school.

**History Beyond the North Atlantic.** The Department periodically offers special courses not normally covered in the curriculum. These courses are designed to survey specified geographical areas and topics, and will be rotated regularly with the objective of providing diverse coverage of regional and national histories. They will require no prerequisite courses.

### **Graduate Program in History**

The Department of History now offers a master's degree program in the study of archives management in conjunction with the Graduate School of Library and Information Science. For information about the Master of Arts in History/Master of Science in Library and Information Science, see the Dual Degree Program in Archives Management, page 181.

## **Courses**

### **Introductory Courses**

**His. 100-1 History of Western Civilization: Medieval to Modern, 1000-1715** 4 sem. hrs. The "first Europe" was a cosmopolitan and creative society ultimately organized around religion. This course studies its creation in the Middle Ages; its flowering in the days of knighthood, cathedrals, and poets; its culmination in the glories of the Renaissance; and its disintegration during and after the Reformation. Comparisons with non-European cultures are often presented. Slides, movies, papers, and discussions. *Lyman.*

**His. 101-2 History of Western Civilization: The Enlightenment to the Present** 4 sem. hrs.

Beginning with the reign of Louis XIV, this course presents the Old Regime and the Enlightenment, the French Revolution, and liberal and national movements. The industrialization of Europe in the 19th century, World War I and the Russian Revolution will be presented as watersheds between rather distinct periods. Issues distinguishing the 20th century will be highlighted in relationship to major changes in Europe's interaction with the rest of the world. *Lyman.*

**His. 116-2 New Approaches to History** 4 sem. hrs.

Two case studies—witchcraft and Hitler—show history's need for connections with anthropology, psychology, quantification, and sociology. What motivated the persecutors? How were victims identified and isolated? Why does intolerance occasionally explode into a murderous epidemic? *Lyman.*

**His. 117-2 American History Through Novels and Film** 4 sem. hrs.

As American society evolved into the most successful commercial-industrial civilization hitherto known, American culture often revealed tensions and conflicts within the national experience: the longing to preserve a republican past as industrialism and urbanism advanced; individual acquisitiveness versus transcendence, community versus individualism, and puritanism versus spontaneity; and tensions wrought by war, racism, and labor conflict. Such nontraditional source materials as novels, plays, and films, as well as historical writings, will be used to explore these conflicts. *Solomon.*



**His. 140-1, 141-2 History of American Civilization, I: 1607-1877; and II: 1877-1975** 4 or 8 sem. hrs.

*Offered as a year-long course, or either half may be taken separately.*

**His. 140-1:** This course will survey the diverse experiences of colonial settlers, the development of a distinctly American culture, the American Revolution, the creation of an American republic and constitution, the rise of parties, early industrialism, slavery and the cotton economy, westward expansion, the Civil War, and Reconstruction. *Porter.*

**His. 141-2:** This course will survey the South and West after Reconstruction, major economic issues in the new Industrial Age, the role of immigrants and minorities in shaping urban development, the changing nature of government, the rise of America to world power, and the problems faced by post-WW II American society. *Porter.*

## East Asian History:

[**His. 201-1 Modern Japan** 4 sem. hrs. Not offered in 1993-94.]

The main purpose of this course is to examine the rise and fall of imperial Japan from around 1850 to 1945. In addition, this course examines certain trends since 1945. It is the story of a nation that mistook military prowess and authoritarian government for national honor. The topics of discussion include factors that led Japan to this misconception, its historical consequences, and her discovery of a democratic and economic approach to world respect. *Liu.*

**His. 202-2 Japan's Response to Modernization** 4 sem. hrs.

This course examines how the Japanese responded to changes brought forth by their effort to modernize Japan. There are three primary foci: 1) how Japan dealt with foreign pressure; 2) how the Japanese as a people responded to rising nationalism and militarism in the 1930's and 1940's; and 3) how the Japanese government, corporations, and people have coped with the problems created by their economic success since the war. *Liu.*

[**His. 203-2 History of Japanese Foreign Relations** 4 sem. hrs. Not offered in 1993-94.] This course examines the development of Japanese foreign relations. The primary focus is on Japan's unique relations with the United States since the 1850's, and its long, sometimes bitter relations with China. Special attention will also

be given to Japanese foreign relations and policy during the Cold War. *Liu.*

**His. 204-1 Men and Women in Japanese History** 4 sem. hrs.

From the days of the Heian court ladies and the fierce samurai, gender has played a key role in the development of Japanese culture and history. The course explores changes and developments in the relations between Japanese men and women throughout their history. Historical records, as well as selected literary texts and artistic expressions, will provide the central material. *Lyman.*

**His. 206-1 The Rise of Modern China** 4 sem. hrs.

Included in the course will be a brief review of traditional Chinese civilization before the 19th century, the impact of foreign spheres of influence on China in the 19th century, the struggle to transform China from a fragmented, feudal society to a modern nation, the post-World War II revolution, and the emergence of the People's Republic of China. The course will touch upon social, political, economic and intellectual themes in modern Chinese life. *Liu.*

## Intermediate Courses: The New Histories

**His. 210-1 The African American Experience from Colonial Times to Reconstruction** 4 sem. hrs.

Vital to an understanding of the forces, values, and conditions that have shaped the lives of all Americans is the African American experience. This course approaches black history as an inseparable aspect of United States history. It begins with the arrival in Virginia in 1619 of Africans in bondage and concludes with the Civil War and the postwar Reconstruction. Through the study of original materials, significant historical writings, film and literary works, the course gives special attention to slavery, blacks in the American Revolution, the abolitionist movement, blacks in the Civil War, and efforts to create a new post-slavery society in the South. *Solomon.*

**His. 211-2 The African American Experience from Reconstruction to the 1980s** 4 sem. hrs.

This course continues the explorations of History 210. Utilizing documentary sources, visual materials, and historical works, the course focuses upon the defeat of Reconstruction, blacks and the emergence of imperialism,

migrations and urbanization, African Americans and the world wars, the Harlem Renaissance, blacks and the Great Depression, and postwar movements from civil rights to black power to the present-day battle for freedom and justice. *Solomon*.

**[His. 212-1 African Roots of American History 4 sem. hrs. Not offered in 1993-94.]**

This course will examine the historical and cultural background of African peoples involuntarily relocated in the Americas. Interdisciplinary in approach and method, the course will survey African history from early times to the period of enslavement. Students will concentrate on the religious, political, and cultural structure in several parts of Africa, leading to a comparative appreciation of the specific settings from which African Americans were taken. The course will lay a base for an accurate understanding of Africans in America by systematically exploring their experiences before forced migration. *Nteta*.

**[His. 213-2 Race and Society 4 sem. hrs. Not offered in 1993-94.]**

An historical analysis of race relations and racism in the United States. Race and the ideology of racism will be examined within the framework of black-white power relations, native Americans and the dominant society, Chicano and other Spanish-speaking communities, and ideas and practices of white movements and institutions. *Solomon. To be offered in 1994-95.*

**[His. 214-1 Social Forces in American History 4 sem. hrs. Not offered in 1993-94.]** Throughout the nation's history, protest movements have attempted to alter or transform the society's basic social conditions and relations. The legacy of these movements provides a rich source of study—not only of the character of dissent in America but of the nature of the larger society itself. In 1988 we will examine the labor movement and the movements of youth and students in the 1960s. *To be offered in 1994-95.*

**His. 215-1 Women in American History: 1600-1900 4 sem. hrs.**

This course explores women's lives from colonial times to 1900. We will use women's writings and other documents, such as sermons, oral histories, and films, to evaluate the ways that women interpreted the roles they were expected to play. We will study the lives of black, native American, immigrant, working,

and middle-class women, noting class and ethnic differences and also those women's issues that transcend race and class. Finally, we will analyze women's protest and dissent movements during these years. *Crumpacker*.

**[His. 216-1 20th-Century American Women 4 sem. hrs. Not offered in 1993-94.]**

An examination of the work and lives of women in 20th-century America, with special emphasis on the dichotomy between cultural images of women and their responses to societal expectations. Analysis of the effect on women's lives of the 1920s' revolution in manners and morals, the Depression, the two world wars, the feminine mystique of the 1950s, and the resurgence of feminism in the 1960s and 1970s. Sources will include oral histories, novels, popular literature, film, and other media. *Crumpacker. To be offered in 1994-95.*

**[His. 217-1 South Africa: The Struggle for Black Liberation 4 sem. hrs. Not offered in 1993-94.]**

The course will explore the history of black-white struggle in South Africa. A historical overview from the mid-17th century to modern times will be given. Emphasis will be placed on the contemporary period beginning with the Sharpeville massacre in 1960 and stressing the emergence of the black independence labor movement in 1970s. *Nteta*.

**[His. 218-2 Topics in Latin American History: Central America and the Caribbean 4 sem. hrs. Not offered in 1993-94.]**

The course will survey the development of the region's economic and social life from 1492 to the present, and will concentrate on contemporary forces, such as the economy, politics, and social relations. Special emphasis will be given to the impact of the United States on the region and to present-day economic relations, power structures, and social changes. *Members of the Department*.

**[His. 219-2 History of the Family 4 sem. hrs. Not offered in 1993-94.]**

This course will discuss the history of the family in the United States. It will explore the evolving definitions and social, economic, and political functions of the family, considering the influences of race, ethnicity, class, and gender. Students can choose to integrate their own family histories with course materials through oral histories. *Porter. To be offered in 1994-95.*

[His. 220-2 Poverty and Social Welfare: Historical Perspectives 4 sem. hrs. Not offered in 1993-94.]

This course will focus on attitudes toward poverty and dependency in American history including public and private treatment of the needy. What has been the changing nature of the relationship between the family and the state? What instructions have been created to serve the poor and how effective have they been? Why have women and children always been at particular risk? How can we explain the origins and development of our current social welfare policy? *Porter*.

## Intermediate Courses: European History

[His. 221-1 Greek History 4 sem. hrs. Not offered in 1993-94.]

A review and analysis of the life and achievements of ancient Greek civilization from Mycenaean to Hellenistic times. *Lyman*. To be offered in 1994-95.

[His. 222-1 Roman History 4 sem. hrs. Not offered in 1993-94.]

A survey of Roman civilization from the foundation to the fall. Special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and to techniques for studying ancient civilizations. *Lyman*. To be offered in 1994-95.

[His. 223-2 Medieval History 4 sem. hrs. Not offered in 1993-94.]

Selected aspects of medieval civilization, beginning with the fourth and ending with the 15th century. Emphasis on social and economic organization and cultural patterns. Special attention given to northwest Europe. *Lyman*.

His. 227-1 Europe in the 19th Century 4 sem. hrs.

This course emphasizes two themes: 1) those intellectual, economic, technological, and political factors that created and maintained European dominance during the 19th century—and made it seem inevitable and good; and 2) those dynamic factors that, although then promoting the power and pride of Europe, would lead to their erosion in the 20th century. *Hartenian*.

His. 228-2 Europe in the World of the 20th Century 4 sem. hrs.

This course focuses on the overlapping impacts of World Wars I and II, the Russian Revolution,

and other challenges to assumptions and realities inherited by contemporary Europe from the 19th century. Thus, close attention will be paid to such topics as the Nazi movement, the contemporary forms of socialism, the Great Depression, the applications of Freudian thought, and the recent revival of European power. *Hartenian*.

[His. 233-1 History of Russia to 1917 4 sem. hrs. Not offered in 1993-94.]

The course focuses on those issues and circumstances that both differentiate Russian history from and yet link it to that of other peoples. Attention will be paid to Russian expansion, major rulers, cultural achievements, persisting problems, and protest movements. Although prerevolutionary Russian history will be treated primarily as important in itself, it will also be presented as a background to an understanding of Russia's place in the contemporary world. *Hartenian*.

His. 234-1 History of Soviet Russia, 1917-1991 4 sem. hrs.

This course begins by establishing a context for the Russian Revolution of 1917. It proceeds with a special effort to search out how characteristics that can be thought of as "Russian" meshed with characteristics that can be thought of as communistic. The relations of the USSR with other countries and its economic problems lead to a concluding consideration of reasons for the end of the experiment. *Hartenian*.

## Intermediate Courses: United States History

His. 241-2 Colonial America 4 sem. hrs.

This course will study the various cultures of colonial America, comparing and contrasting the goals and values of native Americans, Virginia planters, Puritan and Pilgrim families, farmers of the middle colonies, male and female indentured servants, and slaves. How did these disparate groups evolve into an American society capable of revolution? *Crumpacker*.

[His. 242-2 Revolution and Republic: The United States, 1776-1840 4 sem. hrs. Not offered in 1993-94.]

This course will explore the social, political, and ideological meanings of the Revolution, the implementation of a republican government and constitution, the development of political parties, early industrial growth, the changing role of women, westward expansion, slavery



and the plantation economy, and the rise of social and reform movements. *Porter. To be offered in 1994-95.*

**His. 243-1 Slavery, Civil War, and Reconstruction** 4 sem. hrs.

This course will examine the development of and reactions to the institution of antebellum slavery which led to sectional division and, eventually, Civil War. It will focus on the experiences of diverse groups on all sides of the conflict before, during, and after the war. *Porter.*

**His. 244-1 Urbanization, Empire, and Protest: The United States, 1877-1929** 4 sem. hrs.

The course will survey the transformation of the United States from an agrarian to an urban, industrial nation. The rise of the city, the emergence of robber barons and monopolies (as well as responses to these remarkable changes—the movements of progressive reform, labor, farmers, African Americans, women, immigrants) will be studied within the context of the nation's dramatic rise to world power. Historical texts and works of literature and film will be utilized. *Solomon.*

**His. 245-2 The Great Depression**

4 sem. hrs.

*Prereq.: His. 140 and 141 or consent of the instructor.*

An examination of the intellectual and social movements of the 1930s. The politics of the New Deal, along with literary and intellectual currents, will be considered. Films, records, and eyewitness accounts of the Depression will be utilized. *Solomon.*

**[His. 247-2 American Constitutional History: 1789 to the Present** 4 sem. hrs.

Not offered in 1993-94.]

The development of American law as reflected in historical judicial decisions. The course traces the history of the Supreme Court through the major crises of American history: states' rights versus nationalism in the 19th century, and human rights and civil liberties in the 20th.

**His. 248-1 United States Foreign Policy from 1900 to 1945** 4 sem. hrs.

The United States at the start of the 20th century had become one of the world's leading industrial powers. Its growing economic and strategic interests in the global arena were considered by American leaders to be essential to internal stability and progress. This course explores that global involvement—its origins

and underlying values—as well as ensuing problems, tensions, and conflicts that arose in relation to American diplomacy. A range of foreign policy issues, from the emergence of imperialism to the cold war, will be considered. *Solomon.*

**[His. 249-1 The Cold War and the Arms Race** 4 sem. hrs. Not offered in 1993-94.]

The course examines the origins of the cold war in the dramatically altered balance of international forces at the end of World War II. It explores the historical development of atomic and nuclear weapons and the changed historic circumstances engendered by those weapons. The course also examines the historic impact of Third World revolutions, as well as the surge toward detente, ending in the sudden termination of the cold war in the Gorbachev era. *Solomon. To be offered in 1994-95.*

## Independent Learning Courses

**His. 199-1, 2 Individual Study** 4 sem. hrs.

*Members of the Department.*

**His. 250-1, 2 Independent Study** 4 sem. hrs.

*Members of the Department.*

**His. 255-2 Directed Study: Senior Thesis** 4 sem. hrs.

*Prereq.: His. 250 and 296, or 298 and consent of the Department.*

Required for honors candidates in history. Includes a senior thesis and a comprehensive examination. *N.B.:* Honors candidates are required to register in His. 250, Independent Study, in the first semester of their senior year. Upon satisfactory completion of that course, candidates are then required to register in His. 255. *Members of the Department.*

**His. 270-1, 2 Internship** 8 sem. hrs.

*Prereq.: consent of the Department.*

For students in history who engage in supervised on-the-job experience in some agency or organization associated with historical work. Internships are located in the Greater Boston area, and are not available during the summer. *Members of the Department.*

**His. 280-1, 2 Field Work** 4 sem. hrs.

*Prereq.: consent of the Department.*

Similar to an internship, but requires a slightly different emphasis (on research) and a shorter commitment of time. Field work placements are in the Greater Boston area. *Members of the Department.*

## Seminars

### **His. 316-2 Women and Work in 20th-Century America 4 sem. hrs.**

*Prereq.: His. 141 or 216, or consent of the instructor.*

An examination of the history of women workers from 1890 to the present, focusing on three time periods: 1890 to 1920 (the organization of female industrial workers, the professionalization of women's work, and the emergence of new work for women, especially in white collar and service sectors); 1929 to 1949 (the effects of the Depression and World War II on women workers and their families); and 1960 to 1980 (the immense impact of today's economy and the women's movement on women's self-definition as workers and family members). The Simmons Archives, government documents, and oral histories provide primary resources for student projects.

### **[His. 318-1 American Cities: Their History and Preservation: Seminar 4 sem. hrs.**

Not offered in 1993-94.]

In two lifespans, Americans have switched from rural to urban living. Now our decayed cities are undergoing a renaissance. How and why did these changes occur? Who and what selects certain places for growth and glamour? How can the physical world of previous generations be adapted and recycled for contemporary use? What are desirable forms for urban living, and how can they be evolved? *Porter. To be offered in 1994-95.*

### **[His. 330-2 Seminar in Women's History 4 sem. hrs. Not offered in 1993-94.]**

This course focuses on topics in United States women's history which have aroused exceptional interest and controversy among historians and the general public. Topics will be chosen from the following list: seventeenth-century witchcraft; republican motherhood and the nineteenth-century cult of domesticity; black and white women in the anti-slavery movement; working women and organizing in industrial America; race and class in the women's suffrage movement; and the impact of twentieth-century wars on women's lives. We will use primary documents, interpretive essays, and books, films, slides, and videos. *Crumpacker. To be offered in 1994-95.*

### **[His. 336-2 The French and Russian Revolutions: Seminar 4 sem. hrs. Not offered in 1993-94.]**

A comparative study of the two European revolutions

that profoundly inspired or shocked modern history. This course will look closely into the revolutions in search of meanings rather than of factual details. However, sufficient factual material will be provided to enable students starting with little information but some sensitivity to the past, whether acquired in history courses or in those of other humanistic or social scientific disciplines, to benefit from the course. *Hartenian. To be offered in 1994-95.*

### **His. 338-2 World Wars in the 20th Century: Seminar 4 sem. hrs.**

From the principal interpretations of the two world wars and from the experiences of a range of participants, this course will seek answers to such broader questions as: How and why do wars happen? How do individuals and nations react to total war? How do such wars influence survivors? What lessons do these two world wars teach? *Hartenian.*

### **His. 348-1 The Recent Past in America: 1945 to 1975: Seminar 4 sem. hrs.**

*Prereq.: work in a chronologically appropriate course in American history or literature or consent of the instructor.*

An analysis of the social, intellectual, and cultural currents of post-World War II America. The consequences of the war, the bomb, McCarthyism, and the estrangement and dissent of the 1960s will be considered. Works of fiction, drama, and political and social criticism will be examined. Each student will present a report on an aspect of the course and take an oral final examination. *Solomon.*

### **His. 397-1 Historiography 4 sem. hrs.**

This course is an analysis of history as process and product. Students will discuss the assumptions and methodologies of historians from relatively early times to the present. What do historians debate about? How do the kinds of sources available to historians affect their views? Students will use a variety of primary and secondary materials. *Porter.*

## Interdepartmental Courses

### **Edu. 374-1 Curriculum and Methods of Teaching History and the Social Sciences at the High School or Middle School Level 4 sem. hrs.**

See page 67 for description. Administered jointly by the departments of Education and History. *Chaet.*

**AAS. 103-2 African American Intellectual History 4 sem. hrs.**

See page 152 for description. *Members of the faculty.*

**AAS. 110-1 African American Women 4 sem. hrs.**

See page 152 for description. *Members of the faculty.*

**Amer. St. 285 Early American Autobiography 4 sem. hrs.**

See page 78 for description.

**Amer. St. 286-2 American Women Writers, 1860-1980 4 sem. hrs.**

See page 79 for description. *Crumpacker.*

## Faculty

**Richard Bardwell Lyman, Jr., Ph.D.** *Professor of History and Chair of the Department of History*

**Mark I. Solomon, Ph.D.** *Professor of History*  
**Laurie Taylor Crumpacker, Ph.D.** *Professor of History and Director of the Graduate Program in Liberal Studies*

††† **Susan L. Porter, Ph.D.** *Assistant Professor of History and Director of Graduate Studies in History*

**Larry Hartenian, Ph.D.,** *Special Instructor in History*

**Zhigang Liu, M.A.** *Instructor in Japanese*  
**Christopher Nteta, Th.M.** *Special Instructor in History*

**J. Nicole Cosentino, B.A.** *Staff Assistant for the Department of History and the Programs in Liberal Studies and Women's Studies*

## Department of Management

The business curriculum in the Department of Management has been developed as an educationally broadening experience with both structure and flexibility. This concept assures students basic preparation for a career in management, and, at the same time, allows for their individual

preferences for professional advancement. The relationship between theory and practice provides the opportunity for challenge and creativity in a career in management.

The purpose of the Department of Management is to provide students with an understanding of the principles of management that provide career preparation in all areas where there is a management component. This includes profit and nonprofit organizations, as well as the public and private sectors.

The Department of Management offers five distinct concentrations in management, marketing, accounting, finance, and international management. Within the management concentration, the student may specialize in marketing, management of information systems, operations management, or human resource management. Students are also encouraged to double major with other departments, i.e., communications, economics, or art, or explore combinations within the various areas of management.

The Department believes that students must work closely with their advisers in planning their concentration in management. Students should seek a departmental adviser as soon as their interests become focused, or if they wish to explore the possibilities of this concentration. Students are advised to declare management as a concentration in their sophomore year so that a Department adviser may be assigned. Students are assigned advisers by applying to the Department secretary.

### Concentration in Management

The management concentrator is required to complete satisfactorily 12 courses in the Management Department curriculum, in addition to prerequisite courses in economics and mathematics. Ten of the management courses are required courses, and the other two are to be chosen from the upper-level Management Department courses.

†††On special leave second semester 1993-94.



**Prerequisites.** The prerequisites for a concentration in management are as follows:

Eco. 100	Principles of Micro-economics
Eco. 101	Principles of Macro-economics
Mth. 108	Introductory Statistics
Mth. 109	Mathematics of Decision Making, or a mathematics course, or a sequence of courses, approved by the Chairman of the Management Department.

The core courses are designed to provide the student with broad exposure to the basic theoretical and applied areas of management. The following courses comprise the required core for management concentrators:

Mgt. 120	Financial Accounting
Mgt. 121	Managerial Accounting
Mgt. 133	Dynamics of Management
Mgt. 134	Communications in Management
Mgt. 140	Managerial Finance
Mgt. 150	Marketing
Mgt. 221	Managing the Pluralistic Workforce: Individual and Organizational Career Management for Women

Completion of these courses will prepare the student to choose a specific area of management in which to specialize.

The student will complete at least eight semester hours of courses in a specific area of management or general areas of management, which are to be chosen from the Management Department course offerings in consultation with her Department adviser. If the student chooses to specialize, she may select from such areas as the following:

Accounting  
Human Resource Management  
Management of Information Systems  
Marketing  
Operations Management  
Organizational Management

During her senior year, a student is required to complete Mgt. 290, Advanced Management Seminar. This course is the capstone of the management concentration, and it provides the student with the challenge of integrating her knowledge of all fields of management. In order to provide the management concentrator with practical experience, she is required to take either Mgt. 270, Internship, or Mgt. 250, Independent Study. These courses expose her to actual organizations and their problems, and permit the student, under the guidance of a faculty member, to tentatively test her understanding of the process of management as she observes it in practice. Mgt. 290, when followed by either Mgt. 250 or Mgt. 270, satisfies the College's independent learning requirement.

### **Concentration in Marketing**

As competition in the U.S. and the global marketplace, in both the profit and non-profit arenas, has heightened in the past decade, the importance of marketing as a critical discipline has increased as well.

Marketing today is characterized by the development of the global marketplace; by the dissolution of the mass market in the U.S. and its replacement by an array of market segments and subcultures; by the creation of "Green Marketing," ecomarketing, and a wave of consumerism; and by sweeping changes in technology and information capabilities. Communicating successfully in this multi-faceted environment is a crucial skill.

Early planning of the marketing concentration is necessary for obtaining the appropriate course sequence and for maximizing the creative and flexible options available to the student. Careful choice of Liberal Arts and Science courses would build a breadth and depth of understanding in some of the many areas which are so important in marketing: cultures, societies, economies, languages, arts, international and national politics, psychology, etc. There are also

fine opportunities to tie an interest in Marketing with other departments or programs. Among them are Arts Administration, Communications (particularly in the Advertising and Public Relations areas), the Prince Retailing Program, International Studies, Economics, Psychology and Chemistry, and any area where depth of interest in a discipline might lead to professional employment in that area. Course requirements and sequencing for this concentration allow for the possibility of a semester abroad in the junior year.

The Marketing Concentration consists of 11 courses, for a total of 48 credits. The requirements are based on a traditional management core, then made specific with an upper-level marketing Management course and one elective.

### Prerequisites

Mth. 108	Introductory Statistics
Mth. 109	Mathematics of Decision Making
Eco. 100	Principles of Micro-economics
Eco. 101	Principles of Macro-economics

### Requirements

Mgt. 133	Dynamics of Management
Mgt. 120	Financial Accounting
Mgt. 121	Managerial Accounting
Mgt. 134	Communications in Management (DWC)
Mgt. 140	Managerial Finance
Mgt. 150	Marketing
Mgt. 221	Managing the Pluralistic Workforce
Mgt. 245	Marketing Management and Competitive Strategy

The student will select one elective from the following list of courses which provide depth in specific Marketing-related areas:

Mgt. 230	Consumer Behavior
Mgt. 231	Advertising Policies and Methods
Mgt. 233	Sales and Sales Management

Mgt. 235	Marketing Research
Mgt. 240	International Marketing
Com. 136	Marketing Communications
RM 120	Exploring the Retail Environment

The independent learning requirement will be satisfied by taking Mgt. 290, Advanced Management Seminar, and either Independent Study, Mgt. 250, or Internship, Mgt. 270. Either sequence will satisfy the College's independent learning requirement.

### Concentration in Accounting

Accounting is the "language of business." Accountants design the systems and techniques and institute the policies, rules, and procedures to provide the information needed by decision makers, regulators, investors, employees, and other interested individuals to make informed judgments. For example, the management of a corporation or organization relies on the accountant to provide the information needed to conduct its daily operations, to evaluate its performance, to assist in planning for future periods, and to assess its budgetary and financial controls.

The concentration in accounting is designed to fulfill the needs of women intending to pursue careers as certified public accountants or certified management accountants, or in management advisory services. Many opportunities are available for entry-level positions with public accounting firms, corporations, financial institutions, consulting firms, nonprofit organizations, and government departments and agencies.

As of 1992, the Board of Public Accountancy requires an accounting concentration for those who wish to sit for the CPA examination in Massachusetts. This concentration is designed to meet these new state requirements.

### Prerequisites

Eco. 100	Principles of Micro-economics
Eco. 101	Principles of Macro-economics
Mth. 108	Introductory Statistics
Mth. 109	Mathematics of Decision Making

### Requirements

Mgt. 120	Financial Accounting
Mgt. 121	Managerial Accounting
Mgt. 200	Intermediate Accounting I
Mgt. 201	Intermediate Accounting II
Mgt. 207	Taxation
Mgt. 208	Auditing
Mgt. 221	Managing the Pluralistic Workforce: Individual and Organizational Career Management for Women

A student will complete at least eight semester hours from the following list of elective courses. The plan of study will be prepared cooperatively by the student and her adviser. A student may select any two of the following courses:

Mgt. 140	Managerial Finance
Mgt. 180	Business Law
Mgt. 186	Management of Information Systems
Mgt. 205	Cost Accounting Analysis
Mgt. 209	Advanced Accounting
Eco. 231	Money and Banking
CS 110	Introduction to Computer Science in a Business Environment

During her senior year, a student will take Mgt. 290, Advanced Management Seminar, and either Mgt. 250, Independent Study, or Mgt. 270, Internship. Either sequence will satisfy the College's independent learning requirement.

### Concentration in Finance

We live in a money economy. To live most effectively we must be aware of the inter-relationships of the various components that comprise our economic society.

This concentration offers an integrated approach to the conceptual and operational aspects of business and investment finance, the functions of financial institutions and money markets, the dynamics of financial administration, and the economic and managerial implications of business transactions as they relate to industrial and business corporations, public organizations, governmental units, educational institutions, and service agencies.

The finance concentration is designed to fulfill the needs of those students who wish to go to graduate school, as well as those who wish to become employed upon graduation. Many opportunities are available in such areas as commercial, savings, and investment banking; insurance; brokerage firms; financial departments of business and nonbusiness organizations; and financial administration in government.

The plan of study, to be prepared cooperatively by the student and her adviser, will consist of a combination of theory and applied-theory areas of study individually tailored to the career or graduate school goals of the student in a flexible, yet clearly focused, direction.

### Prerequisites

Eco. 100	Principles of Micro-economics
Eco. 101	Principles of Macro-economics
Mth. 108	Introductory Statistics
Mth. 109	Mathematics of Decision Making

### Requirements

Eco. 231	Money and Banking
Mgt. 120	Financial Accounting
Mgt. 121	Managerial Accounting
Mgt. 140	Managerial Finance
Mgt. 210	The Financial Markets
Mgt. 211	Stock Market Investments
Mgt. 215	Corporate Financial Planning and Strategy
Mgt. 221	Managing the Pluralistic Workforce: Individual and Organizational Career Management for Women



Select any one of the following courses:

Eco. 218	International Economics
Eco. 242	Managerial Economics
Eco. 303	Econometrics
Mgt. 150	Marketing
Mgt. 186	Management of Information Systems
Mgt. 200	Intermediate Accounting I
Mth. 179	Statistics in Research

The independent learning requirement will be satisfied by taking Mgt. 290, Advanced Management Seminar, and either Independent Study, Mgt. 250, or Internship, Mgt. 270. Either sequence will satisfy the College's independent learning requirement.

### **Concentration in International Management**

American companies have subsidiaries in foreign countries; foreign companies have offices in this country. This situation has led to an increased demand for persons in management with strong language backgrounds. The export-import business and the location of government bureaus in foreign countries provide opportunities for persons with a combination of language and management competencies.

There are opportunities for persons with such competencies who wish placement either in the United States or abroad. The increased sophistication of international business and the opening of more opportunities for women in management have combined to make the field particularly attractive to women with a strong career motivation.

**Requirements.** The student concentrating in international management pursues a course of study designed to provide her with a substantive background in management and a foreign language. She will design her program after consultation with her two advisers, one in the Department of Management, the other in the Department of Foreign Languages and Literatures. The program is balanced

in such a way as to develop basic management competencies and familiarize the student with key topics and complexities of international management. At present, this concentration can only be undertaken in French or Spanish.

### **I. Management Component**

#### **Prerequisites**

Eco. 100	Principles of Micro-economics
Eco. 101	Principles of Macro-economics
Mth. 108	Introductory Statistics
Mth. 109	Mathematics of Decision Making
Mgt. 120	Financial Accounting
Mgt. 121	Managerial Accounting

#### **Requirements**

Mgt. 133	Dynamics of Management
Mgt. 140	Managerial Finance
Mgt. 150	Marketing
Mgt. 165	International Management
Mgt. 221	Managing the Pluralistic Workforce: Individual and Career Management for Women
Mgt. 240	International Marketing

### **II. Language Component**

Students will also complete a minimum of 16 semester hours of advanced foreign language courses above the 210 level, to be distributed in the following manner:

One language course, 245 or 300

One civilization course

One literature course

One elective

Students are encouraged to study abroad, but are expected to take a minimum of eight semester hours at Simmons, including at least four semester hours upon their return from foreign study.

Those whose first language is not English may satisfy the language component by substituting other courses in consultation with their advisers in Foreign Languages and Management.

### III. Independent Learning Component

International management concentrators are also required to take Independent Study (250) and Senior Seminar (290) in either the Department of Management or the Department of Foreign Languages and Literatures. For further information about this program, please contact Alan Robinson, Department of Management, or Raquel Halty Pfaff, Department of Foreign Languages and Literatures.

### Joint and Interdepartmental Concentrations

#### Management Information Systems (MIS)

This joint concentration is designed for students who are interested in both management and computer science. (The concentration in computer science is not available to students who enter the College beginning in the fall of 1992.) Management Information Systems (MIS) is a well-established field that deals with the organization and flow of information, typically in very large quantities. The MIS analyst must be able to assemble information from people who may not be aware of all the intricacies of what they are doing. An MIS analyst also analyzes, organizes, and abstracts how pieces of information are interrelated, foresees future uses of the raw data, and designs systems that are both flexible and efficient.

This career may be pursued in an industrial setting or in a nonprofit environment, such as a hospital.

The MIS concentration includes five courses in management, five courses in computer science, and three prerequisite courses in other departments. MIS concentrators will usually arrange independent study and/or internships with an adviser in the Computer Science Program, with the consent of the Management Department.

### Requirements

Mgt. 120	Financial Accounting
Mgt. 121	Managerial Accounting
Mgt. 133	Dynamics of Management
Mgt. 134	Communications in Management
Mgt. 186	Management of Information Systems

### Computer Science

CS 112	Introduction to Computer Science
or	
CS 110	
CS 132-133	Data Structures and Analyses of Algorithms, I, II
CS 151	Data Base Management Systems
CS 195	Operating Systems

### Prerequisites

Eco. 100	Principles of Micro-economics
Eco. 101	Principles of Macro-economics
Mth. 108	Introductory Statistics

For information about the joint mathematics-management concentration, or about the interdepartmental arts administration concentration, students should consult with the chairmen of the departments involved.

### Management of Minority Enterprises.

The Department of Management is concerned with minority groups achieving their goals in business and community leadership. The Department has thus incorporated into existing courses some cases concerning minority institutions. A special course, Mgt. 131, Cultural Diversity in the Workplace, has been developed. A person interested in minority enterprises should consider combining African American Studies with a concentration in management.

### Graduate Programs

For information about the Graduate School of Management, see page 182.

## Courses

*Management courses, except Mgt. 133, require at least sophomore standing.*

### **Mgt. 120-1, 2 Financial Accounting**

*4 sem. hrs.*

This course teaches the basic functions of collecting, processing, and reporting accounting information for use by owners, creditors, and investors. It provides an understanding of the basic concepts underlying accounting procedures (generally accepted accounting principles) and an introduction to those organizational controls necessary to assure reliable accounting data for use in decision-making. Upon completion, the student should be able to read and understand corporate annual reports. Emphasis is on the corporate form of organization. *Gillis, Kasuba.*

### **Mgt. 121-1, 2 Managerial Accounting**

*4 sem. hrs.*

*Prereq.: Mgt. 120.*

This course studies how management uses accounting data for decision-making and control. Topics covered include analysis of financial statements, the statement of cash flows, comprehensive and capital budgeting, manufacturing operations, cost behavior patterns, and responsibility accounting. Opportunities are provided to compare, create, and discover means of solving managerial problems. The use of computers is an essential part of this course. *Gillis, Kasuba.*

### **Mgt. 131-2 Cultural Diversity in the Workplace**

*4 sem. hrs.*

This course will address issues in the workplace related to diversity/equity and workforce 2000. The course will focus on ethnicity, race, gender, and power from the perspective of valuing differences/diversity and historical documentations. The goal of the course is for students to experience the literature and real-life sharings and understandings of human resource management in a diverse workplace. There will be class discussions, readings, films, individual, and group presentations on specific topics required for students to participate in during class meeting times. *Members of the Department.*

### **Mgt. 133-1, 2 Dynamics of Management**

*4 sem. hrs.*

An introduction to the various functions, processes, and activities of management. Emphasis on the development and functioning of

organizations and the role of management in making organizations effective and efficient. Strong emphasis on developing competence as a decision maker through case analyses, discussions, and exercises. It is recommended that Eco. 100 be taken before Mgt. 133, or concurrently. *Moore, Robinson.*

### **Mgt. 134-1, 2 Communications in Management (DWC)**

*4 sem. hrs.*

*Prereq.: Mgt. 133.*

This course covers the theoretical and practical application of communication systems and principles. Attention is given to communication channels, models, and processes. Oral and written expression is studied to accomplish the organizational and interpersonal objectives necessary for success in working with and influencing other persons. Principles are developed through use of cases involving writing business letters, reports, and memoranda; and conducting conferences, interviews, platform presentations, and other forms of oral communications. *Betters-Reed, Considine.*

### **Mgt. 140-1, 2 Managerial Finance**

*4 sem. hrs.*

*Prereq.: Mgt. 120, 121, Mth. 108, and Mth. 109.*

Relevant theories of financing business organizations are reported through case study problems combining the theoretical and environmental frames of reference. Financial and economic alternatives considered in the determination of policy and related resources desirable for obtaining, managing, and using capital funds for optimum results. *Rouse.*

### **Mgt. 150-1, 2 Marketing**

*4 sem. hrs.*

*Prereq.: Mgt. 120, 133, Eco. 100, and Eco. 101.*

An introduction to the concepts of marketing management: philosophy, strategy, and planning. The course analyzes the ways in which goods move from production into consumption. Particular emphasis on the role of marketing, consumer behavior, marketing mix, and marketer in American business. *Considine.*

### **Mgt. 165-1 International Management**

*4 sem. hrs.*

*Prereq.: Mgt. 120, 133.*

The field of international business is studied from macro and micro perspectives. Elements of the international business environment, such as the international monetary system and cultural, behavioral and legal/political constraints, are examined. The challenges that host governments and multinational organizations present



to multinational firms are investigated. Multinational corporate finance, production, personnel, and organizational strategies are examined. *Robinson.*

**Mgt. 168-1 Management in East Asian Multinational Corporations 4 sem hrs.**

*Prereq.: Mgt. 133, Eco. 100, Eco. 101.*

The emergence of the Pacific Rim as a major global market is due, in part, to the role of the region's multinational corporations. This course will explore the management styles and practices of these companies, in the context of cultural factors, economic policies, and political and legal factors. Emphasis will be on Japan, Hong Kong, Korea, Taiwan, and Singapore. *Robinson.*

**Mgt. 180-1, 2 Business Law 4 sem. hrs.**

A study of the legal principles governing business conduct and their impact on business policy. This course examines employer-employee and principal-agent relationships, incorporation, partnership, real and personal property, contracts, leases, legal substitutes for money, sales, insurance, bankruptcy, descendants' estates, and trusts. Guest lecturers, cases, and field trips. *Warren.*

**Mgt. 186-1 Management of Information Systems 4 sem. hrs.**

*Prereq.: Mgt. 120.*

Concepts of computer science and its significance to management decision making. Capabilities of computers as aids in forecasting, problem solving, and decision making. Impact on business of various data processing systems. Students will learn to evaluate existing systems in terms of particular organizational needs to create appropriate adaptations. *Brown.*

**Mgt. 190-1, 2 Special Topics in Management: Seminar 4 sem. hrs.**

*Prereq.: consent of the instructor.*

This course is designed to cover current trends in management and other topics in which students express interest that are not a part of other course offerings. Past (and potential future) topics include corporate financial strategy, planning and modeling, controllership, health care management systems, and entrepreneurship. *Members of the Department.*

**Mgt. 200-1 Intermediate Accounting I 4 sem. hrs.**

*Prereq.: Mgt. 121.*

The first professional course in the accounting

concentration examines intensively the accounting concepts and procedures introduced in Mgt. 120. Accounting theory is emphasized throughout the course by reference to official accounting pronouncements. Asset measurement and valuation, revenue recognition, and current liabilities are studied in the context of proper financial statement presentation and adequate disclosure. *Gillis, Kasuba.*

**Mgt. 201-2 Intermediate Accounting II 4 sem. hrs.**

*Prereq.: Mgt. 200.*

A continuation of Mgt. 200. Long-term investment and liabilities, time-value of money and application of present value techniques, and situations occurring only in the corporate form of business, such as issuance and reacquisition of capital stock, retained earnings, dividends, and earnings-per-share are covered. Advanced topics include accounting for income taxes, pensions, changes in accounting methods, errors, and the statement of cash flows. The most recent pronouncements of the Financial Accounting Standards Board and Securities and Exchange Commission are employed throughout the course. *Gillis, Kasuba.*

**[Mgt. 205-2 Cost Accounting Analysis 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: Mgt. 120, 121.*

Cost determination, procedures, controls and analysis are developed by interpretation of the three cost elements: materials, labor, and overhead. Application to the job cost system, process cost system, and standard cost system. Emphasis on managerial usefulness of cost accounting data in the evaluation of alternative courses of action. *Kasuba.*

**[Mgt. 207-2 Taxation 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: Mgt. 120, 121.*

Studies the determination of taxable income and allowable deductions, gains and losses on sales and exchanges of property, and calculations of business income at the federal level. Although the primary emphasis is on individual taxation, the course also serves as an introduction to taxation of corporations and partnerships. Cases and other assignments focus on preparation of federal tax returns, tax planning, and finding solutions to tax problems by proper research methods. *Gillis.*

**Mgt. 208-1 Auditing (DWC) 4 sem. hrs.**

*Prereq.: Mgt. 201, Mth. 108, or consent of the instructor.*

This course encompasses the theory and procedures necessary for an examination of a company's financial statements by an external auditor. The professional standards, ethics, and legal implications of the auditor's performance are considered along with an in-depth study of the meaning of the report the auditor issues to owners and management on a company's financial statements. Reliance on internal controls and the use of sampling techniques and computers in performing the audit are considered. A simulated audit as well as case studies give students the opportunity to apply course theory. A major research paper in the area of accounting is required. *Gillis*.

#### **Mgt. 209-1 Advanced Accounting**

4 sem. hrs.

*Prereq.: Mgt. 201.*

This course studies specialized topics in financial accounting. Mergers and acquisitions, partnerships, not-for-profit and governmental organizations, and special problems associated with multi-national organizations are addressed. *Gillis, Kasuba*.

#### **Mgt. 210-1 The Financial Markets**

4 sem. hrs.

*Prereq.: Mgt. 140, Mth. 108, Mth. 109.*

This course provides students with a detailed working knowledge of the "financial market maze." The course is both conceptual and applied. The student gains an understanding of the anatomy of financial instruments. Why was the instrument created? How does its structure affect its price volatility (risk)? The course lends vitality to the markets through numerous examples of relatively recent financial innovations: zero coupon bonds, the development of the junk market, and the development of hybrid securities (Is it a bond or is it a stock?). The financial press (*The Wall Street Journal*, *Business Week*, *Fortune*) is used extensively to bring the "real world" into the classroom. *Rouse*.

#### **Mgt. 211-2 Stock Market Investment**

4 sem. hrs.

*Prereq.: Mgt. 140, Mth. 108, Mth. 109.*

Financial and economic implications of security market functions and operations. Appraisal and analysis of securities and investment media. Investment standards, risks, and portfolio objectives. Independent reading and research. Student committees manage actual stock portfolio with member brokerage firm. *Rouse*.

#### **Mgt. 215-2 Corporate Financial Planning and Strategy** 4 sem. hrs.

*Prereq.: Mgt. 140, Mth. 108, Mth. 109.*

The purpose of this course is to expand upon and apply the knowledge of corporate financial management and decision making in such important areas as short-term asset management, short-term financing, long-term asset management, growth, capital structure, and dividend policy. The course is intended to integrate financial theory and practice with decision making and computer-based modeling. *Rouse*.

#### **[Mgt. 220-1 Organizational Behavior**

4 sem. hrs. Not offered in 1993-94.]

*Prereq.: Mgt. 133.*

The purpose of this course is to develop students as effective members of organizations, both as employees and future managers. The course is designed to increase knowledge and understanding of human behavior as it relates to solving problems and making decisions in conjunction with other people. Individual, interpersonal, small group, and intergroup behavior will be studied; particular emphasis will be placed on understanding the conceptual, theoretical, and practical boundaries involved in understanding and managing domestic and international multiculturalism in organizations. *Moore*.

#### **Mgt. 221-1, 2 Managing the Pluralistic Workforce: Individual and Organizational Career Management for Women**

4 sem. hrs.

*Prereq.: junior standing (Mgt. 133 recommended, but not required).*

This course focuses on the study of individual and organizational contexts of career management for women. Individual psychological barriers, as well as structural organizational and cultural barriers for women in their career choices, will be examined. Pluralism in organizations is explored through an analysis of gender differences primarily and other diversity factors such as age and ethnicity secondarily. Diversity among women is covered through exploration of women's experiences in organizations and management. Strategic implications for organizations and women managing their own diversity as colleagues and future managers provides a framework for individualized career planning. *Moore*.

#### **Mgt. 222-1 Personnel Administration**

4 sem. hrs.

*Prereq.: Mgt. 133.*

Dynamics of personnel management, including

such areas as line and staff relationships, management by objectives, sensitivity training, procurement and development, salary administration, equal employment opportunities, and individual motivation and goals. Analysis of current practices and major problems of personnel administration through the use of cases, role playing, and guest lectures. *Warren.*

**Mgt. 223-2 Labor Relations 4 sem. hrs.**

*Prereq.: Mgt. 133.*

Concentration primarily on the difficulties that arise in the administration of the collective-bargaining relationship. The history and important characteristics of the American labor movement; special problems concerned with management of labor relations under a collective-bargaining agreement. Examination of the relationship between union-management relations and public policy. These areas will be examined through the use of cases, role playing, guest lecturers, and field trips. *Warren.*

**Mgt. 225-2 The Manager and the Law**

*4 sem. hrs.*

A study of the underlying legal principles that affect the manager in her job responsibilities. An in-depth analysis of the judicial system. Examination of torts, criminal law, contracts, government regulations, labor law, and administrative, environmental, and consumer law. Guest lecturers, cases, and field trips. *Warren.*

**[Mgt. 226-2 Health Care Management**

*4 sem. hrs. Not offered in 1993-94.]*

*Prereq.: Mgt. 133.*

The purpose of this course is to examine the structure, functions, dynamics, and issues of the United States health care delivery system in terms of its managerial aspects. Topics include organizational structure of health care providers, managerial models and functions, staffing, strategic planning, financial management, marketing of health care providers, and corporate reorganization (profit and nonprofit providers). *Members of the Department.*

**[Mgt. 227-2 Production Management**

*4 sem. hrs. Not offered in 1993-94.]*

*Prereq.: Mgt. 133, Mth. 109.*

An operating course that stresses the planning, supervision, control, and execution of the activities involved in the manufacture of goods and services. The course will include such topics as the measurement and simplification of work; the work capabilities and the interrelationships of people and machines; the nature of different types of manufacturing technologies,

from machining and processing to assembly; the planning and scheduling of output; and the management of inventories. Cases, lectures, and field trips. *Members of the Department.*

**Mgt. 230-1 Consumer Behavior 4 sem. hrs.**

*Prereq.: Mgt. 150.*

A behavioral approach to marketing and the consumer. The individual as a psychological entity is the unit of study. Discussion of the following areas as they pertain to consumer behavior: cognition, learning, motivation, and personality; attitudes and attitude change; group memberships and influences; social class and lifestyle; and impact of culture. Lectures, cases, and field trips. *Considine.*

**Mgt. 231-1 Managing Marketing Communications 4 sem. hrs.**

*Prereq.: Mgt. 150; Recommended: Com. 136*

Managing the communications process as a marketing tool is studied with emphasis on planning and executing communications programs in support of marketing objectives: setting attainable communications goals and objectives; developing advertising, message, and media strategies; executing the plan; budgeting; and evaluating results. Ethical and moral issues are integrated throughout. As a major project students prepare a complete marketing communications plan and create a campaign incorporating the elements of the communication mix. *Members of the Department.*

**Mgt. 233-2 Sales/Sales Management**

*4 sem. hrs.*

*Prereq.: Mgt. 150.*

This course will help the student to develop an understanding of the functional areas of professional selling and sales management. Some of the topics to be covered include organizational accounts, sales, sales force staffing, sales training, sales force motivation, sales forecasting and planning, sales support techniques, and sales management controls. *Members of the Department.*

**Mgt. 235-2 Marketing Research 4 sem. hrs.**

*Prereq.: Mgt. 150, Mth. 108.*

The concepts and applications of marketing research are introduced through the marketing management approach. The course emphasizes basic methodology and how the special techniques used in research procedures apply to marketing, advertising and sales, questionnaire design, product design, and survey techniques. Lectures, cases, field trips, and a project. *Considine.*



**Mgt. 240-2 International Marketing**

4 sem. hrs.

*Prereq.: Mgt. 150.*

The objective of this course is to provide a managerial perspective regarding the issues associated with the marketing of goods and services across national boundaries. In addition to developing the tools required to evaluate the multitude of factors that affect the structure and operation of foreign markets, the course also focuses on such problems as identifying and assessing opportunities in overseas markets, developing and adapting marketing strategies in response to specific market needs and constraints, and coordinating strategies in global markets. *Robinson.*

**Mgt. 245-1 Marketing Management and Competitive Strategy**

*Prereq.: Mgt. 150.*

This course provides experience in applying marketing concepts to advanced marketing problems in both large and small, profit and not-for-profit organizations. The student will use spreadsheet techniques with case analyses to assess and understand results and cost-effectiveness of decisions made in a complex, dynamic environment. Capability and confidence in developing sound marketing strategies and in using current Decision Support Systems are among the chief objectives of the course. *Considine.*

**Mgt. 250-1, 2 Independent Study** 4 sem. hrs.

A student may do independent study under the supervision of a member of the Department. Subject, form of report, etc., will be arranged with the supervising faculty member.

**Mgt. 270-1, 2 Internship** 8 sem. hrs.

*Prereq.: senior standing and declared concentration in management, marketing, accounting, finance, or international management, or consent of the Chair.*

A one-semester internship program providing field experience for students preparing for careers in management or finance. The experience may be in one of many different types of organizations: governmental, social service, or profit making. The assignment, closely related to the student's needs and professional goals, will be planned with the instructor. The student will spend approximately 20 hours a week on field work and may take two courses at Simmons concurrently. All internships must be with organizations in the Greater Boston area during either the fall or spring semester, and must be approved and supervised by the Direc-

tor of Internships. Internships are not permitted during the summer months. Applications for internships must be filed before March 1 for the fall semester and before October 15 for the spring semester. *Bevacqua.*

**Mgt. 280-1, 2 Field Experience** 4 sem. hrs.

Individual field experience similar to an internship, but requires a shorter commitment of time and emphasizes research. Placements are in the greater Boston area and are not available during the summer. *Members of the Department.*

**Mgt. 290-1, 2 Advanced Management Seminar**

4 sem. hrs.

*Prereq.: completion of the core courses for the management, marketing, accounting, finance, or international management concentration, or consent of the instructor. Senior standing.* Senior integrative seminar using case approach. Cases are built upon actual situations in diverse types of organizations. Cases are selected to cover many management areas and require knowledge of the analytical, behavioral, and conceptual areas of management. *Betters-Reed, Robinson.*

**Post-Baccalaureate Program Leading to a Diploma**

The Department offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely nonprofessional in scope. The Department's program permits concentrated study in management, marketing, accounting, or finance, and leads to the Diploma in Management. A total of 32 semester hours of work is required, of which 24 semester hours must be taken in the field of concentration. Each student's program is planned in consultation with the Chair of the Department, and may include any courses for which prerequisites are satisfied.

The program's flexibility permits the selection of courses to meet varying objectives of individual students.

A student who wishes to concentrate in marketing, international management, accounting, or finance may select, in consultation with the Chair, specialized courses in these fields.

## Faculty

- \*Bonita L. Betters-Reed, Ph.D.** *Associate Professor of Management and Chair of the Department of Management*  
**Bruce W. Warren, M.B.A., J.D.** *Professor of Management*  
**Katherine M. Bevacqua, M.S., M.Ed.** *Associate Professor of Consumer Resource Management and Director of Internships*  
**Marlyn Mackey Gillis, M.A., M.B.A., M.S.** *Associate Professor of Accounting*  
**Lynda L. Moore, Ed.D.** *Associate Professor of Management*  
**Susan Kasuba, M.B.A.** *Assistant Professor of Accounting*  
**Caroline Considine, M.B.A.** *Visiting Assistant Professor in Management*  
**Michael Rouse, M.B.A.** *Instructor in Management*  
**Alan D. Robinson, M.B.A.** *Executive in Residence*

**Lyla Collins** *Staff Assistant for the Department of Management*  
**Laurie Eno** *Staff Assistant for the Department of Management*

## Adjunct Faculty

- Philadelphia Andrews, M.P.H.** *Special Instructor in Management*  
**June Cooper, M.S.W.** *Special Instructor in Management*  
**Neal Hartman, Ph.D.** *Special Instructor in Management*  
**Ann McArdle, B.S., C.P.A.** *Special Instructor in Management*  
**Patricia Moody, M.B.A.** *Special Instructor in Management*  
**Corey Surett, J.D.** *Special Instructor in Management*  
**Area Director, U.S. Department of Labor**  
**Wage and Hour Division**  
**Adrian Van Dorpe, B.A.** *Special Instructor in Management*

## Advisory Board

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## The Prince Program in Retail Management

The Prince Program in Retail Management, begun in 1905 by Lucinda Prince, is unusual in its approach to retailing education in that it prepares a student for a professional career across the spectrum of retailing organizations.

The curriculum is offered with a Retailing Core and General Core of courses which are required for all Retailing concentrators. Each student must then select a specialization which is composed of two courses.

All students enrolling in the Prince Program are expected to have a broad liberal arts background and demonstrate practical knowledge of the field based upon work experience.

## Program

### Retailing Core

- |        |   |
|--------|---|
| RM 120 | Exploring the Retail Environment                |
| RM 125 | Principles of Operational Retail Strategies     |
| RM 130 | Quantitative Data as Tools for Retail Decisions |
| RM 160 | Retail Sales Management                         |
| RM 270 | Internship                                      |
| RM 290 | Seminar in Retail Management                    |

*\*On sabbatical leave entire year 1993-94.*

## General Core

Mgt. 120	Financial Accounting
Eco. 100	Principles of Micro-economics
Eco. 101	Principles of Macro-economics

## Specializations

### Retail Buying

RM 135	Applied Retail Management Techniques
RM 230	Retail Buying Techniques

### Sales Management

Mgt. 221	Managing the Pluralistic Workforce: Individual and Organizational Career Management for Women
Mgt. 222	Personnel Administration

### Sales Promotion

Com. 136	Marketing Communications
Com. 137	Advertising Copywriting

### Recommended Electives

RM 150	Retailing Abroad
RM 170	Dynamics of Fashion
Mgt. 180	Business Law
Mgt. 222	Personnel Administration
Mgt. 231	Advertising Policies and Methods
Com. 320	Communications Media

## Courses

### RM 120-1 Exploring the Retail Environment 4 sem. hrs.

An introduction to the retailing organization. Application of management concepts and theories and behavioral and organizational theory to key reference groups in retailing: consumers, sales forces, buyers, vendors, managers, and service units. Exploration of career patterns and relevant educational and organizational preparation for management careers in retailing. *Dreher.*

### RM 125-2 Principles of Operational Retail Strategies 4 sem. hrs.

*Prereq.: RM 120.*

This course is designed to provide students with an overview of competitive theories and designs applied to areas other than merchandise investment. Topics to be discussed include sales promotion systems, floor layout and traffic flow analysis, and display principles. *Dreher.*

### RM 130-1 Quantitative Data as Tools for Retail Decisions 4 sem. hrs.

*Prereq.: RM 120, 125, CS 101, and consent of the Director.*

The quantitative knowledge, skills, and tools needed to manage a retail business. This course integrates retail buying and retail merchandising into a single comprehensive unit, directing attention to the relationship of these areas to the retailing organization and to the development of techniques required to solve related problems. *Shuch.*

### RM 135-2 Applied Retail Management Techniques 4 sem. hrs.

*Prereq.: RM 120, RM 125, RM 130, junior standing and permission of the Program Director.*

This course will provide students with opportunities to examine a broad assortment of retailing quantitative data requiring qualitative analysis and subsequent decisions. Students will build spreadsheets using Lotus 1-2-3®, as a template, to assist them with their investigations. *Shuch.*

### RM 150-2 Retailing Abroad 4 sem. hrs.

Conducted overseas during winter recess in alternate years.

*Prereq.: consent of the instructor.*

The methods and techniques employed by retailers in other countries are introduced and compared with those used in the United States. Visits with prominent business people will be coupled with independent study to maximize the time spent in each city. *Shuch.*

### RM 160-2 Retail Sales Management 4 sem. hrs.

*Prereq.: RM 120, 125, junior standing, and consent of the Director.*

A managerial approach to an analysis and a philosophy of retail selling. This course will examine point-of-sale customer motivation and the principles and methods used by management to hire, train, and evaluate their personnel to maximize profits while providing for a



high degree of consumer and employee satisfaction. The educational process will involve using the MOHR training materials currently offered to executives by many leading retail organizations, as well as "The Client Accumulation Solution" series by Michael K. Yacobian and Company, Inc., currently used by Bloomington's *Fitzpatrick*.

### **RM 170 Dynamics of Fashion**

*4 or 8 sem. hrs.*

This course will be offered as four 2-semester-hour units, each of which will consume half a semester. Students who select this course as an elective must complete any combination of two modules to receive course credit. *Davidson*.

#### *Module A-1 Fashion Fundamentals*

Fashion Fundamentals will explore past and current fashion trends in color, line, costume, fabric, wardrobe accessories, and home furnishings. The cyclical nature of fashion and the possibility for predicting change in the field are emphasized.

#### *Module B-1 Fabrics in Fashion*

Fabrics in Fashion will analyze the reasons for using major and some of the minor fabrics in clothing and in the home. Taking the fashion buyer's viewpoint, the course will examine the features of fabrics that make them suitable for each use and the benefits that customers may reasonably expect to derive.

#### *Module C-2 Accessories in Fashion*

Accessories in Fashion will examine the predominant accessories used for costume adornment. The influence of current events and history in the design and popularity of this merchandise will be emphasized, with attention directed to quality and construction features.

#### *Module D-2 Home Furnishings in Fashion*

Home Furnishings in Fashion will have as its focus an analysis of merchandise purchased for the home. The student will be expected to recognize the professional buyers' standards regarding construction, quality, and selling features that generate customer satisfaction.

### **RM 199-1, 2 Individual Study 4 sem. hrs.**

*Members of the Department.*

### **RM 230-2 Retail Buying Techniques**

*4 sem. hrs.*

*Prereq.: RM 270.*

This course provides retailing seniors with advanced academic preparation based upon their retailing and general core courses. Topics

include buyer-vendor relationships, negotiating techniques, foreign buying, inventory, and financial management. *Staff*.

### **RM 250-1, 2 Independent Study 4 sem. hrs.** *Members of the Department.*

### **RM 270-1 Internship 16 sem. hrs.**

*Prereq.: RM 120, 125, 130, 135, and 160; senior standing; permission of the Program Director.*

A one-semester course providing off-campus, full-time, supervised, and monitored field experiences for students preparing for careers in retailing. The training may be in one of many different retail firms or in organizations related to or servicing retailers. Interns should have formal work experience in the field prior to enrolling for this course. Positions are now available in Atlanta, Boston, Chicago, Dallas, Los Angeles, New York, San Francisco, and Washington. Internships are not permitted in the summer. *Shuch*.

### **RM 290-2 Seminar in Retail Management (DWC) 4 sem. hrs.**

*Prereq.: RM 270 or consent of the Director; senior standing.*

This course will focus on contemporary problems affecting the field of retailing. An integrative approach will be used by the student to analyze cases presented either by business people or as written studies typifying actual situations. *Shuch*.

### **Post-Baccalaureate Diploma in Retail Management**

The Prince Program offers a 32-semester-hour course of study (accomplished full or part time) for graduates of approved colleges leading to a Diploma in Retail Management. The course work required of each individual is flexible, responding to their retailing career goals, prior academic preparation and previous work experience. Each student's diploma requirements are planned in consultation with the Director of the Prince Program in Retail Management.

## **Faculty**

**Milton L. Shuch, Ph.D.** *Professor of Retailing and Director of the Prince Program in Retail Management*

**Mary Davidson, B.S.** *Special Instructor in Retail Management*

**Joanne Dreher, B.A.** *Special Instructor in Retail Management*  
**Janis Fitzpatrick, B.A.** *Special Instructor in Retail Management*

**Beth Gummere, B.S.** *Staff Assistant*

## **Advisory Committee, 1993-94**

### **Angel Algeri**

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### **Gilda Block**

Vice President, May Merchandising Company

### **Pat Chadwick**

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### **John Robinson**

*Dean of Social Sciences*

### **Milton Shuch**

*Director, Prince Program in Retailing*

### **Elliot Stone**

Vice Chairman, Federated Department

Stores, Inc., Allied Stores Corporation

### **Michael Tesler**

President, The Gatepost

## **Department of Mathematics/ Physics/Computer Science**

This department offers concentrations and courses in Mathematics, Computer Science, and Physics, and a joint concentration in Management Information Systems.

### **Concentration in Mathematics**

The increasing complexity and quantification of our society have made the mathematical sciences important to people trying to solve problems not only in the science areas, such as physics, chemistry, and biology, but also in the areas of social science and management. In addition, the pure mathematical areas continue to appeal to many as an intellectual discipline, art form, or game.

The concentration in mathematics is designed to provide a strong background in various mathematical sciences and their application. By her choice of electives, a student may prepare herself for graduate work or careers in statistics, scientific programming, operations, research, or teaching.

Furthermore, many opportunities exist for students who are interested in combining mathematics with other disciplines. Joint and double concentrations exist with the Biology, Chemistry, Computer Science, Economics, Education and Human Services, Management, Nursing, and Psychology departments. Other fields may also be combined fruitfully with mathematics. Students interested in such concentrations should consult with the chairmen of the departments involved.

**Requirements.** The concentration in mathematics begins with the calculus sequence: Mth. 110, 111, 120, and 121. Other required courses are: Mth. 123, 124 (normally taken in the sophomore year), Mth. 130 (junior or senior year), and CS 112 (may be taken as early as the freshman year; under certain circumstances a student may be permitted to

substitute another programming course for CS 112). In addition, at least three electives will be selected from the following courses: Mth. 131, 132, 136, 138, 139, 142, 146, 174, and 175. A mathematics concentrator must take at least one full-year sequence selected from the following courses: Mth. 130-131, Mth. 138-139, or Mth. 174-175. The one-year sequence may include courses counted as electives. Finally, at least four semester hours of independent learning must be completed in the Mathematics Department. The choice and timing of electives must be approved by the student's adviser. With approval of the Chairman, a mathematics course numbered 199, 250, or 290 may be used as one of the three electives.

**Independent Learning.** Mth. 142, 146, 174, and 290 require a large degree of independent work and may be used to fulfill the independent learning requirement, as may Mth. 250.

## Courses

**Please note:** Students must satisfy the requirement in basic math skills (either by passing the Quantitative Skills Exam or by successfully completing Mth. 101 or Mth. 102) before taking any mathematics course numbered 106 or higher. Mth. 101 and Mth. 102 must be taken at Simmons.

### **Mth. 101-1, 2 Introduction to Mathematics: Level I** 4 sem. hrs.

*Prereq.: recommendation of the Department.* Review of arithmetic, including percents, proportion, and geometric formulae. Equations, polynomials, rational expressions, and problem solving. *Members of the Department.*

### **Mth. 102-1, 2 Introduction to Mathematics: Level II** 4 sem. hrs.

*Prereq.: recommendation of the Department.* Review of topics from algebra, including equations, polynomials, graphing, systems of equations, rational expressions, inequalities, functions, and problem solving. *Members of the Department.*

**Please note:** The requirement in basic math skills may be fulfilled by the satisfactory completion of either Mth. 101 or 102. However, since there is considerable overlap in Mth. 101 and 102, no student may receive credit for both courses. Placement into Mth. 101 or 102 will be determined by the Department usually through the Quantitative Skills Exam.

### **Mth. 104-2 Finite Mathematics** 4 sem. hrs.

*Prereq.: high school algebra.*

The language of mathematics: set theory, logic, and functions. Topics from vectors, matrices, combinatorics, and graph theory. Does not fulfill requirements of the mathematics concentration. *Members of the Department.*

### **Mth. 106-2 Precalculus** 4 sem. hrs.

*Prereq.: recommendation of the Department and computational competency.*

Study of algebra and functions in preparation for calculus. Topics include the real number system; algebraic manipulation of polynomials and rational functions; functions and their graphs; trigonometry; applications. *Members of the Department.*

### **Mth. 108-1, 2 Introductory Statistics** 4 sem. hrs.

*Prereq.: high school algebra and computational competency.*

Intended primarily for students in the biological, behavioral, or social sciences. Elementary principles of probability, binomial and normal distributions; sample statistics; estimation and testing of statistical hypotheses; linear regression and correlation. Does not count toward Departmental credit. *Members of the Department.*

### **Mth. 109-1, 2 Mathematics of Decision Making** 4 sem. hrs.

*Prereq.: Mth. 108; sophomore standing or consent of the instructor and computational competency.*

Linear programming, Bayesian statistics, and other mathematical models useful for decision making. Topics are logically developed and then applied to problems in management, social science, and behavioral science. Does not count toward mathematics concentration. *Members of the Department.*

### **Mth. 110-1 Calculus I** 4 sem. hrs.

*Prereq.: Mth. 106 or recommendation of the Department and computational competency.* Analytic geometry, functions, limits and continuity, and differential calculus. Applications to



extrema, physical problems, etc. *Members of the Department.*

**Mth. 111-2 Calculus II 4 sem. hrs.**

*Prereq.: Mth. 110 or equivalent.*

Integral calculus and applications to area, volume, etc. Transcendental functions, techniques of integration, polar coordinates, and improper integrals. *Members of the Department.*

**Mth. 120-1 Calculus III 4 sem. hrs.**

*Prereq.: Mth. 111 or equivalent.*

Vectors in three-dimensional space. Elementary analytic geometry of curves and surfaces in three dimensions, partial derivatives, and double integrals. *Members of the Department.*

**Mth. 121-2 Calculus IV 4 sem. hrs.**

*Prereq.: Mth. 120.*

Multiple integration, line and surface integrals, infinite series and Taylor's theorem, and ordinary differential equations. Fourier series. *Members of the Department.*

**Mth. 123-1 Discrete Methods 4 sem. hrs.**

*Prereq.: sophomore standing or consent of the instructor and computational competency.*

Combinatorial problem solving and graph theory. Topics include permutations, combinations, trees, binomial and multinomial coefficients; elementary probability; inclusion/exclusion; recurrence relations; basic graph theory; chains, paths, connectedness circuits; models and applications. *Members of the Department.*

**Mth. 124-2 Linear Algebra 4 sem. hrs.**

*Prereq.: sophomore standing or consent of the instructor and computational competency.*

Real vector spaces, linear transformations, inner products, matrix theory and determinants, and applications. Selected topics from complex vector spaces, dual spaces, differential operators, etc. *Members of the Department.*

**Mth. 130-1 Introduction to Real Analysis I 4 sem. hrs.**

*Prereq.: Mth. 121 and 124.*

Preliminary discussion of set theory: the set of real numbers, sequences and series, elementary topology of the real line, and continuity of functions of a real variable. *Browder.*

**[Mth. 131-2 Introduction to Real Analysis II 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: Mth. 130.*

Continuity and differentiability of functions of a real variable: spaces of continuous functions,

measure theory, and introduction to Lebesgue integration. *Browder.*

**Mth. 136-1 Differential Equations**

*4 sem. hrs.*

*Prereq.: Mth. 120 or consent of the instructor.*

The study of ordinary differential equations. Emphasis on methods of solutions, as well as applications. Topics will include first-order differential equations, linear differential equations, existence theorems, linear systems, series solutions, boundary value problems, and numerical solutions. Introduction to partial differential equations. *Members of the Department.*

**Mth. 138-1 Probability Theory 4 sem. hrs.**

*Prereq.: Mth. 121.*

General probability distributions: moments and moment generating functions, transformation of variables, addition and limit theorems, and stochastic processes. *Members of the Department.*

**Mth. 139-2 Mathematical Statistics**

*4 sem. hrs.*

*Prereq.: Mth. 138.*

Point and interval estimation: principles of estimation, tests of hypotheses, Neyman-Pearson theory, likelihood ratio tests, sequential tests, nonparametric tests, decision functions, and Bayes solutions. *Members of the Department.*

**[Mth. 142-2 Mathematical Modeling**

*4 sem. hrs. Not offered in 1993-94.]*

*Prereq.: Mth. 121, 123, and 124.*

Topics for this seminar will be chosen from graphs (traffic control, social groups, transportation), simulation, stochastic models, game theory, differential equation models, linear programming, input/output models, queues, epidemics, population growth. *Members of the Department.*

**Mth. 146-2 Numerical Methods 4 sem. hrs.**

*Prereq.: Mth. 121 and 124 and CS 112.*

Numerical solutions of polynomial equations: differences and interpolation, numerical differentiation and integration, and extensive programming. *Members of the Department.*

**[Mth. 174-1 Applied and Abstract Algebra I 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: Mth. 123, 124.*

Review of set theory and graph theory; partially ordered sets, Boolean algebra; finite state machines; group theory and applications; polynomial enumeration, group codes.

**[Mth. 175-2 Applied and Abstract Algebra II 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: Mth. 174.*

Rings and applications: hamming codes, fast adders; Euclidian algorithm; prime factorization; cryptography; Peano's postulates leading to a description of the integer, rational, real, and complex number systems; languages; linear finite state machines.

**[Mth. 179-2 Statistics in Research 4 sem. hrs. Not offered in 1993-94.]**

*Prereq.: Mth. 108 and junior standing or consent of the instructor.*

Course covers modern statistical techniques, including simple and multiple regression, analysis of variance, contingency tables, and experimental and quasi-experimental designs. Sampling plans. Makes use of a statistical computer package. Does not fulfill requirements of mathematics concentration. *Goldman.*

**Mth. 199-1, 2 Individual Study 4 sem. hrs. Members of the Department.**

**Mth. 250-1, 2 Independent Study 4 sem. hrs. Members of the Department.**

**Mth. 290-1 Senior Seminar 4 sem. hrs. Prereq.: recommendation of the Department.**

An advanced topic in mathematics will be investigated by students, with emphasis on developing research skills. The topic will usually draw on more than one area of mathematics. *Members of the Department.*

## Physics

The following courses are offered for those students requiring physics for their programs or for those wishing to satisfy a course or courses to fulfill the science portion of the Liberal Arts and Sciences requirements.

## Courses

### Astronomy

**[Ast. 110-2 Introduction to Astronomy 4 sem. hrs. Not offered in 1993-94.]**

The structure and evolution of the universe, the galaxies, the stars, and the solar system. Galaxy types, star types, stellar measurements, the physics of stars, and the mechanics of satellites. Field trips and laboratory.

### Physics

**Phy. 110-1, 111-2 Introductory Physics 4 or 8 sem. hrs.**

*Prereq.: secondary school algebra. (Phy. 110 is prereq. to Phy. 111.)*

The fundamentals of physics for students with little mathematical preparation. Topics will be drawn from mechanics, electricity and magnetism, waves and optics, and modern physics. Weekly laboratory. *Serageldin.*

**Phy. 112-1, 113-2 Fundamentals of Physics 4 or 8 sem. hrs.**

*Prereq. or concurrent: Mth. 110, 111. (Phy. 112 is prereq. to Phy. 113.)*

Concentration on the subjects of mechanics and electricity and magnetism, on the concepts of particle and field, motion, mass, force, energy, and momentum. Additional material drawn from kinetic theory, heat and thermodynamics, waves, and optics. The first course in physics for science majors. Weekly laboratory. *Serageldin.*

## Computer Science

The computer science concentration prepares women for entry into the rapidly growing fields of computer science and computer applications. The concentration provides training in the major areas of computer science as delineated in the 1992 ACM-IEEE recommendations; it also provides an opportunity to pursue an interest in computers within the context of another academic discipline.

In addition to exposing students to the major areas and processes in computer science, the concentration is designed to develop students' problem-solving and communication skills through the use of significant projects.

## Requirements

For students who entered before September 1991, the following courses are required:

CS 112	Introduction to Computer Science
CS 126	Computer Organization and Architecture
CS 121	Computer Interfacing
CS 122	Assembly Language and Systems Programming
CS 132	Data Structures and Analysis of Algorithms I
CS 133	Data Structures and Analysis of Algorithms II
CS 145	Operating Systems
Phl. 225	Moral Issues in Technology

An eight-credit independent study, which will usually be a computer-oriented project in the student's application field.

In addition, at least two out of the following four courses should be taken in the junior or senior years.

CS 142	Organization of Computer Languages
CS 151	Data Base Management Systems
CS 153	Small Computer Systems
CS 154	Computer Graphics

or

Other CS courses numbered in the 150's.

For students who entered after September, 1991, a concentration in Computer Science requires the following courses in computer science:

CS 112-113	Introduction to Computer Science I-II
CS 126	Computer Organization and Architecture (previously CS 118)
CS 127	Computer Systems
CS 132-133	Data Structures and Analysis of Algorithms I-II
CS 142	Organization and Structure of Programming Languages (previously CS 152)
CS 145	Operating Systems (previously CS 195)

and the following courses in other disciplines:

Math 123	Discrete Mathematics
Phl. 225	Moral Issues in Technology

In addition students will take 2 electives from:

CS 150	Systems Analysis
CS 151	Data Base Management Systems
CS 154	Computer Graphics
CS 158	Artificial Intelligence

A student will normally take CS 112-113 as a freshman; CS 126-127 and CS 132-133 (in either order) as a sophomore and junior; Math 123 as a sophomore; Phl. 225, CS 142, CS 145, and her electives in her junior and senior years. Students who entered prior to September 1993 may substitute a third CS elective for CS 113.

## Management Information Systems (MIS)

This joint concentration is designed for students who are interested in both management and computer science. Management Information Systems (MIS) is a well established field that deals with the organization and flow of information, typically in very large quantities. The MIS analyst must be able to assemble information from people who may not be aware of all the intricacies of what they are doing. An MIS analyst also analyzes, organizes, and abstracts the relations in pieces of information, foresees future uses of the raw data, and designs systems that are both flexible and efficient. This career may be pursued in an industrial setting or in a nonprofit environment, such as a hospital.

**Requirements.** The MIS concentration includes five courses in management, five courses in computer science, and three prerequisite courses in other departments. For complete information, please see page 106.



## Courses

### **CS 101-1, 2 Computers and Computer Programming 4 sem. hrs.**

Introduction to the powers and limitations of computers and the role of computers in society. Analysis of problems for computer solution; programming in HyperCard on the Macintosh. Problems will be drawn from a wide variety of fields; no special background knowledge is assumed. Weekly laboratories. *Members of the Department.*

### **CS 112-1 Introduction to Computer Science I 4 sem. hrs.**

Introduction to computer science and programming in a modern programming language. Programs will be designed in context of contemporary practices—modular, object-oriented projects. Range of programs will expose students to a broad range of computer science topics including computer graphics, database systems, human computer interactions and user interfaces, elements of computer architecture, structure of programming languages, software engineering, and ethical issues. Students will complete a significant project in each semester. Weekly laboratories. *Brown.*

### **CS 113-2 Introduction to Computer Science II**

*Prereq.: CS 112.*

Continuation of CS 112. *Brown.*

### **CS 118-2 Computer Organization and Architecture**

Renumbered as CS 126-1.

### **[CS 121-1 Computer Interfacing 4 sem. hrs.** Not offered in 1993-94.]

*Prereq.: CS 118.*

Analog electronics, with special emphasis on circuit characteristics that are important in interfacing computers with external devices. Passive components and Kirchoff's laws. Operational amplifiers, comparators, and digital-to-analog and analog-to-digital converters. Micro-computer techniques for supporting external devices. Weekly laboratory. *Prenowitz.*

### **[CS 122-2 Assembly Language and Systems Programming 4 sem. hrs.** Not offered in 1993-94.]

*Prereq.: CS 118 and CS 110 or 112.*

Computer organization, hardware, and software. Programming in machine and assembly language on the microVAXII, including such topics as data manipulation, program struc-

tures, and input/output. Survey of programming systems, including operating systems, assemblers, and compilers. *Brown.*

### **[CS 126-1 Computer Organization and Architecture 4 sem. hrs.** Not offered in 1993-94.]

*Prereq.: Math 123, which may be taken concurrently.*

Levels of computer organization and architecture from digital electronics to higher level logic and memory circuits; organization of these elements into a computer architecture. Students will learn elements of machine and assembly language, but predominant language in course will be C. Weekly laboratories.

### **[CS 127-2 Computer Systems 4 sem. hrs.** Not offered in 1993-94.]

Interaction of computers with other computers and with peripherals. Introduction to networks. Weekly laboratories.

### **CS 132-1 Data Structures and Analysis of Algorithms 4 sem. hrs.**

*Prereq.: CS 113, Math 123, which may be taken concurrently.*

Abstract data types and objects. Linked lists, stacks, queues, graphs, trees. Hashing and methods of information retrieval. Searching and sorting. Pattern matching. Computational complexity. Applications to both computer science and commercial problems. A major team project is completed in each semester. Weekly laboratories. *Menzin.*

### **CS 133-2 Data Structures and Analysis of Algorithms II 4 sem. hrs.**

*Prereq.: CS 132.* Continuation of CS 132. *Menzin.*

### **CS 142-1 Structure and Organization of Programming Languages 4 sem. hrs.**

*Previously CS 152*

*Prereq.: CS 132 and CS 126.*

Comparison of a variety of languages with respect to control structures, data structures, and actual implementation. Formalism for language specification. Context-free and ambiguous language.

### **CS 145-2 Operating Systems 4 sem. hrs.** *Previously CS 195*

*Prereq.: CS 126, CS 132, and Phl. 225.*

The function of operating systems. Concurrent processes. The system nucleus. Memory management, I/O, the file system, resource allocation, and scheduling, security, and concurrency. The command processor. Detailed study of the UNIX system.

**[CS 150-1 Systems Analysis 4 sem. hrs.** Not offered in 1993-94.]

*Prereq.: Knowledge of a high level programming language such as BASIC or Pascal, and either Mgt. 186 or CS 151.*

Gathering information for a complex system, writing specifications, analyzing the information and designing the system. Major tools such as data flow diagrams and Jackson-Orr diagrams will be used. Team Project.

**CS 151-2 Data Base Management Systems 4 sem. hrs.**

*Prereq.: CS 132.*

Comprehensive examination of data base management systems (DBMS), including logical and physical organization of data bases, three major kinds of DBMS's, comparisons of languages for data description and retrieval, handling of concurrency and security issues, and appropriateness of each major type of DBMS. Emphasis on SQL and relational systems. Major project. Weekly laboratories. *Members of the Department.*

**CS 152-1 Organization of Computer Language 4 sem. hrs.**

*Prereq.: CS 118, CS 122, and CS 133.*

An in-depth study of the specification and analysis of programming languages. Formalisms for language specification. Syntax and grammar. Context-free and ambiguous language. Compilers and interpreters. Comparison of several languages with respect to control structures and structured programming, data structures.

**CS 152-1 Organization of Computer Languages**

Renumbered as CS 142.

**[CS 153-2 Small Computer Systems 4 sem. hrs.** Not offered in 1992-93.]

*Prereq.: CS 118, CS 121, and CS 122.*

Comparison of microprocessor architectures and instruction sets: 8-bit versus 16-bit processors. Peripheral handling, bus structures, and protocols in mini- and microcomputers. Microcomputer languages. Data communications. Dedicated applications of small computers. Hierarchical systems.

**CS 154-1 Computer Graphics 4 sem. hrs.**

*Prereq.: CS 113, CS 126, and CS 132.*

Theory and application of computer graphics. Survey of computer graphics media. Modeling and image formation; viewports, windowing, segmentation; geometrical transformation and image manipulation; translations, scaling, rotations, zooming. Hardware considerations, dis-

play technologies, interaction devices, vector and raster scan technologies, color, animation techniques. Projects involving graphics applications in various fields.

**[CS 158-2 Artificial Intelligence. 4 sem. hrs.** Not offered in 1993-94.]

*Prereq.: CS 133.*

This course is designed to give a senior level student a broad introduction to the basic techniques used today in building intelligent computer systems. Topics include state-space representations, knowledge representations, heuristic search, predicate calculus, resolution theorem-proving. Horn clause theorem provers. We will also discuss topics in knowledge-based expert systems, natural language processing, and robotics.

**CS 195-1 Operating Systems**

Renumbered as CS 145.

**CS 199-1, 2 Individual Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

**CS 250-1, 2 Independent Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

**CS 270-1, 2 Internship 8 sem. hrs.**

*Prereq.: senior standing.*

Internships are not permitted in the summer.

## Faculty

**Donna L. Beers, Ph.D.** Associate Professor of Mathematics and Chair of the Department of Mathematics/Physics/Computer Science

**Margaret Schoenberg Menzin, Ph.D.** Professor of Mathematics

**David S. Browder, Ph.D.** Professor of Mathematics and Coordinator of the OPEN Program

\*\*\***Robert N. Goldman, Ph.D.** Professor of Mathematics

**Michael L. Brown, Ph.D.** Associate Professor of Mathematics

†**Michael S. Schmidt, Ph.D.** Assistant Professor of Mathematics

**Ahmed Y. Serageldin, Ph.D.** Assistant Professor of Physics

**Richard Cormier, M.A.** Special Instructor in Mathematics

**Sharon P. Nurse, A.S.** Staff Assistant for the Department of Mathematics/Physics/Computer Science

†On special leave entire year 1993-94.

\*\*\*On sabbatical leave second semester 1993-94.

## Department of Nursing

Simmons College has been committed to the education of nurses since 1902. In 1915 a Department of Public Health Nursing was established and served as the forerunner for the School of Nursing, which began at Simmons College in 1934. Reorganization of the College in 1965 led to the development of the present Department of Nursing.

The Department of Nursing accepts freshmen, transfer students, students seeking a second degree, licensed practical nurses, and registered nurses seeking a baccalaureate degree. Recognizing society's increased demand for health professionals with advanced skills and knowledge of nursing science and individuals' unique educational and professional experiences, the faculty of the Department of Nursing offers accelerated programs for registered nurses and non-nurses seeking a college degree. Part-time and full-time study is available.

The faculty of the Department of Nursing believes that liberal education and nursing education are essential preparation for the professional nurse. The liberal arts and sciences, in combination with the concentration in nursing, serve as a foundation for a variety of careers in professional nursing.

Academic excellence is achieved through a rigorous scholastic process. Those students achieving outstanding academic records may be initiated into the Simmons chapter of Sigma Theta Tau, Theta Chapter-at-Large, the National Nursing Honor Society. Graduates of the program are prepared to meet the diverse health needs of clients in a variety of settings, as well as to coordinate health services, deliver humanistic nursing care, and engage in health assessment and health maintenance. Graduates may practice in community health agencies and programs, clinics, hospitals, and extended-care facilities.

The Bachelor of Science degree is awarded and qualifies the graduate for

admission to graduate schools offering advanced degrees in nursing.

Graduates are eligible to write the licensure examination given by the Board of Registration in Nursing, Commonwealth of Massachusetts. Satisfactory scores on this examination entitle the applicant to practice as a registered nurse.

The program is accredited by the National League for Nursing. The Department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing.

### Concentration in Nursing

Theoretical concepts related to the professional practice of nursing are developed through an understanding of individual, family, group, and community systems. Nursing process provides the methodology for assessing the adaptive responses of clients, planning nursing interventions, and evaluating efforts to promote and maintain optimal levels of wellness. Psychosocial concepts, research, leadership, management, health assessment skills, nutrition, pharmacology, growth and development are integrated content. The educational process exists to help the students become self-directed, creative, and socially responsive women.

### Requirements

The student concentrating in nursing must fulfill the College's liberal arts requirements. It is advised that the English, foreign language, and mathematics requirements be completed during the first and second years.

Students interested in nursing are also advised to take the courses in chemistry and general biology in the freshman year. Prior to the junior year, each student must have completed a certified course in cardiopulmonary resuscitation.

The College requirement of eight semester hours of independent learning



opportunities is fulfilled through four semester hours of Nur. 242, Nursing Care of Clients with Multisystem Stressors, plus four semester hours of Nur. 290, Integrative Seminar. Students may also elect independent study (courses num-bered 250) in nursing or another discipline appropriate to their academic program.

Courses in the nursing concentration are taken in the following sequence:

- Nur. 220 Conceptual Bases of Professional Nursing
- Nur. 222 Nursing of Childbearing Families
- Nur. 230 Nursing of Individual and Family Client Systems I
- Nur. 232 Nursing of Individual and Family Client Systems II
- Nur. 234S Dimensions of Professional Nursing (R.N. students only)
- Nur. 240 Nursing of Client Systems in the Community I
- Nur. 242 Nursing Care of Clients with Multisystem Stressors
- Nur. 290 Integrative Seminar: Leadership in Professional Nursing

A student must achieve an acceptable level of academic performance prior to entering the nursing concentration, as well as maintain an acceptable level of clinical and academic performance to progress to the next nursing course. Progression is affected also by professional behavior and health status. Students receive criteria regarding academic performance, professional behavior, and health requirements upon entrance into the nursing concentration.

Students in the Department of Nursing should anticipate the following approximate expenses in addition to the basic fees: uniforms, \$100; transportation to clinical settings, \$150; professional liability insurance coverage, \$30 year; books, \$400 year; NLN examinations, \$60; and NCLEX Review Course, \$150.

## Prerequisites

*Prior to Nur. 220:*

Chm. 111 Introductory Chemistry:  
Inorganic and Physical  
or

**Chem. 113 Principles of Chemistry**  
and

**Chm. 112 Introductory Chemistry:**  
Organic  
or

**Chm. 114 Organic Chemistry**

*Prior to or concurrent with Nur. 220-1:*

Bio. 221 Microbiology

Bio. 231 Anatomy and Physiology I

*Prior to or concurrent with Nur. 222-2:*

Bio. 232 Anatomy and Physiology II

*Prior to Nur. 230-1:*

Psy. 101 Introduction to Psychology

*Prior to or concurrent with Nur. 230-1:*

Psy. 235 Developmental Psychology

Bio. 113 General Biology I, and  
Bio. 115 General Biology II are pre-  
requisites for Microbiology, Anatomy  
and Physiology I and II.

## Courses

**Nur. 234-S Dimensions of Professional Nursing 4 sem. hrs.**

*For R.N. students only.*

This course assists in the R.N. student's transition into the baccalaureate and master's degree programs in nursing. The content reflects the nursing course objectives at the sophomore and junior level that are not included in the standardized tests used for advanced placement in the nursing concentration. Course topics include the philosophy and conceptual framework of the Simmons College Department of Nursing, systems theory, role theory, stress theory, nursing process, nursing research, teaching-learning theory, and communication. Students are expected to apply the theoretical concepts in this course to their current clinical setting. Teaching methodologies of lecture/discussion, assigned readings, and media are utilized.

**Nur. 220-1 Conceptual Bases of Professional Nursing 4 sem. hrs.**

*Prereq. or concurrent:* Bio. 221 and 231.

Introduces the student to the art and science of nursing using Betty Neuman's System Model as a framework for nursing practice. Concepts related to person, environment, health, and nursing are examined. Content related to system, wellness, communications, levels of prevention research, and professionalism are introduced. Nursing process with an emphasis on assessment skills is utilized in clinical and laboratory settings to provide primary and tertiary prevention for stable client systems. *Schoppee, Terrell.*

**Nur. 222-2 Nursing of Childbearing Families 4 sem. hrs.**

*Prereq. or concurrent:* Bio. 221, Bio. 232.

Emphasis is on students utilizing the nursing process to maintain optimal wellness in the childbearing family. The focus is on client systems demonstrating a maximum level of wellness. Laboratory and clinical experience allow the student to utilize assessment skills to derive nursing diagnoses, and to plan, implement, and evaluate nursing care. *Schoppee, Terrell.*

**Nur. 223-2 Women's Health: The Reproductive Years 4 sem. hrs.**

Designed for non-nursing students, this course focuses on the future roles of students as mothers and as consumers of health care in today's society. The childbearing process and maintenance of health in childbearing families are emphasized. Lectures, discussions, and media will facilitate understanding of the process, knowledge of resources, and exploration of values and beliefs related to childbearing. *Schoppee, Terrell.*

**Nur. 230-1 and Nur. 232-2 Nursing of Individual and Family Client Systems, I, II 8 sem. hrs.**

*Prereq.:* Nur. 220, Nur. 222, and Psy. 101.

*Psy. 235 may be taken concurrently.*

Sequential courses integrating concepts of secondary prevention. Emphasis is placed on the nurse's role in assisting client systems to cope with physiological, psychological, sociocultural, spiritual, and developmental stressors. Opportunities are provided to implement nursing care with increased depth, complexity, and independence. Teaching learning principles and research methodology are emphasized. Interdisciplinary collaboration fosters growth in professional accountability and provides opportunities for leadership and client advocacy. *Fisher, Paris, Savage.*

**Nur. 240-1 Nursing of Client Systems in the Community 8 sem. hrs.**

*Prereq.:* Nur. 230, 232.

This course introduces the student to the community as the client. Nursing process is used to provide primary, secondary, and tertiary prevention to individuals, groups, and aggregate populations in the community. Opportunities are provided to establish short and long-term therapeutic nurse/client relationships with clients experiencing intrapersonal, interpersonal and extrapersonal stressors. Students also participate in groups within the community and address the needs of aggregate populations through completion of a community study. *Moore, Piessens, Sherwood.*

**Nur. 241-1 Analysis of Community Health 8 sem. hrs.**

*Prereq.:* Nur. 234-S, RN Students Only.

This course introduces the registered nurse to the community as a client. Epidemiologic concepts and screening methods are utilized to design programs and interventions which influence the wellbeing of individuals, families and aggregate populations. Opportunities are provided to establish short and long-term therapeutic nurse/client relationships with clients experiencing intrapersonal, interpersonal or extrapersonal stressors. Students also participate in groups within the community and address the needs of aggregate populations through completion of a community study. *Piessens.*

**Nur. 242-2 Nursing Management of Clients with Multisystem Stressors**

*Prereq.:* Nur. 240-1 or Nur. 241-1.

This course focuses on nursing management strategies to promote the health of clients experiencing multisystem stressors. Students have the opportunity to address intrapersonal, interpersonal and extrapersonal stressors, and examine how they affect the health status of client systems and the delivery of nursing care. The leadership and management role of the nurse in a variety of hospital and community agencies is explored. Students collaborate with a nurse preceptor and other health care providers to provide primary, secondary and tertiary interventions to clients of all ages. Clinical practice, seminar, and supervision focus on synthesis of nursing concepts, and leadership and management theory. Case method and discussion are used to promote critical thinking and clinical decision-making related to the nursing management of client systems with complex health needs.

**Nur. 250-1, 2 Independent Study 4 sem. hrs.**

*Prereq.: consent of the Department.*

An individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing. Analytic approaches developed to enhance critical thinking. The processes of library research, clinical research, or analysis of advanced clinical practice are utilized.

*Members of the Department.*

**Nur. 260-1, 2 Individual Study**

*4 or 8 sem. hrs.*

*Prereq.: consent of the Department.*

An opportunity for an individual or group to explore an area of nursing theory and/or practice not duplicated in the existing curriculum.

*Members of the Department.*

**Nur. 290-1, 2 Integrative Seminar (DWC)**

*4 sem. hrs.*

*Prereq.: Nur. 230, 232 or consent of the instructor.*

Opportunity to apply knowledge and principles from general education, nursing education, and nursing practice to issues of relevance to the nursing profession. Professional role transition is facilitated through examination of nursing's history, educational programs, roles, legal issues, ethical concerns, and the health care delivery system. Independent learning, self-direction and understanding of group interaction in the teaching-learning process are stressed. Advanced concepts in research are addressed. *Glynn and Members of the Department.*

**Registered Nurses Program**

The College offers registered nurses the opportunity to earn a Bachelor of Science degree on either a part- or a full-time basis. Selected registered nursing students may elect to matriculate to the Master of Science in Nursing Program (see the Graduate Nursing Bulletin for complete information). This program's requirements are the same as those for the regular undergraduate nursing program. The methods by which course objectives are to be met by R.N. students, however, are geared toward adult learners. R.N. students must complete 128 semester hours of credit, and fulfill Simmons' liberal arts and sciences and competency requirements. While at least 48 semester hours of credit must be earned at Simmons, transfer credit,

prior-learning credit, and advanced placement in nursing credit is also granted when certain specifications are met.

**Admissions.** R.N. students are admitted into the program through the College's Office of Continuing Education. For information on admissions requirements and financial aid, please call or write the Department of Nursing or the Office of Continuing Education, Simmons College, 300 The Fenway, Boston, MA 02115, (617) 738-2141.

**Faculty**

**Penelope M. Glynn, R.N., Ph.D.** Associate Professor of Nursing and Chair of the Department of Nursing

**Phyllis Parnes Moore, R.N., C., D.N.Sc.** Professor of Nursing

**Lois Estelle Schoppee, R.N., M.S. Ed.** Associate Professor of Nursing

**Kelly L. Fisher, R.N., M.S.N.** Assistant Professor of Nursing

**Ann Kittler, R.N., M.S.N.** Assistant Professor of Nursing

**Judith L. Paris, R.N., M.S.N.** Assistant Professor of Nursing

**Pat Piessens, R.N., M.S.N.** Assistant Professor of Nursing

**Susan T. Savage, R.N., M.S.N., C.P.N.P.** Assistant Professor of Nursing

**Carol Sherwood, R.N., C.S., M.S.W.** Assistant Professor of Nursing

**Mary H. Terrell, R.N., M.P.H., Ph.D.** Assistant Professor of Nursing

**Ninetta Torra** Staff Assistant for the Department of Nursing

**Agency Affiliates, 1993-1994****Undergraduate:**

Allston-Brighton Senior Center

Beth Israel Hospital

Boston City Hospital

Boston Department of Health and Hospitals,

Community Nursing

Brigham and Women's Hospital

Cambridge Hospital

Children's Hospital Medical Center

East Boston Neighborhood Health Center



East Boston—Winthrop Community  
Counseling Center  
Erich Lindemann Mental Health Center  
Harbor Area Early Intervention  
Massachusetts Mental Health Center  
New England Deaconess Hospital  
Newton Wellesley Hospital  
North End Community Health Center  
St. Elizabeth's Hospital  
Youville Hospital

## Department of Nutrition

The Department of Nutrition offers undergraduate concentrations in preparation for careers in food science and nutrition and in dietetics, and for graduate work in these areas. The Department provides opportunities for all students in the College to become knowledgeable about the fundamental principles of nutrition and food science, and with current scientific concepts of the relationship between diet and health.

Career opportunities for nutrition concentrators are available in a variety of settings. Graduates prepared in food science and nutrition hold positions in such diverse areas as research, industry, education, health care, and government. Students may wish, therefore, to combine their study of nutrition with concentrations in biology, chemistry, communications, education, management, or psychology. For those students interested in the field of dietetics, the Department requires a variety of learning experiences in each of the major areas of the profession, clinical, community, and management dietetics. For some careers, such as research, postgraduate education is required.

Departmental course requirements are described below. Students interested in research careers in nutrition and food science should plan to take additional courses in science and mathematics. All students are expected to uphold a satisfactory level of academic achievement to progress to the 200-level courses.

The Department of Nutrition at Simmons College, in conjunction with the Graduate Nutrition Division at Boston University, has initiated a program for students wishing to complete the academic requirements (Standards of Education, Plan V) for credentialing as a registered dietitian and obtain a Master of Science Degree in Nutrition from Boston University. Students take courses at Simmons and Boston University concurrently during the program. For further information contact the department chairman.

The Department of Nutrition also offers an Approved Preprofessional Practice Program (AP4) to prepare baccalaureate nutrition graduates for entry-level dietetic practice and eligibility for the registration examination. The emphasis of the seven-month program is on the practice of community dietetics. For further information see Health Studies, page 175.

### Concentration in Food Science and Nutrition

#### Requirements

Students interested in a concentration in food science and nutrition should plan the following course sequence from the Department offerings:

- |          |                                     |
|----------|-------------------------------------|
| Ntr. 101 | Food Science                        |
| Ntr. 111 | Fundamentals of Nutrition Science   |
| Ntr. 201 | Advanced Food Science               |
| Ntr. 211 | Human Nutrition                     |
| Ntr. 212 | Nutrition in Metabolic Disorders    |
| Ntr. 213 | Research Methods in Nutrition       |
| Ntr. 237 | The Practice of Community Nutrition |

### Prerequisites

Chm. 111	Introductory Chemistry: Inorganic and Physical <i>or</i>
Chm. 113	Principles of Chemistry
Chm. 112	Introductory Chemistry: Organic <i>or</i>
Chm. 114	Organic Chemistry I
Chm. 123	Introductory Chemistry: Biological
Bio. 113	General Biology I
Bio. 115	General Biology II
Bio. 221	Microbiology
Bio. 232	Anatomy and Physiology II
Mth. 108	Introductory Statistics

### Concentration in Dietetics

The Departmental concentrations in Dietetics is approved by the American Dietetic Association under the title of Standards of Education (Plan V). To plan their schedules appropriately, students should note that the courses in the basic sciences are prerequisite to upper level work in the Department (courses numbered in the 200 series).

Students are expected to meet Departmental criteria regarding academic performance, health-status, and professional behavior. The undergraduate program must be followed by an accredited dietetic internship or an AP4 program to ensure eligibility for the R.D. examination.

### Requirements

Ntr. 101	Food Science
Ntr. 111	Fundamentals of Nutrition Science
Ntr. 201	Advanced Food Science
Ntr. 211	Human Nutrition
Ntr. 212	Nutrition in Metabolic Disorders
Ntr. 231	The Practice of Clinical Dietetics
Ntr. 237	The Practice of Community Nutrition
Ntr. 248	Food Production and Service Systems
Ntr. 249	Management of Food Service Systems
Ntr. 281	Advanced Practice in Community Nutrition

### Prerequisites

Bio. 113	General Biology I
Bio. 115	General Biology II
Bio. 221	Microbiology
Bio. 232	Anatomy and Physiology II
Chm. 111	Introductory Chemistry: Inorganic and Physical
Chm. 112	Introductory Chemistry: Organic
Chm. 123	Introductory Chemistry: Biological
Mth. 108	Introductory Statistics

In addition, at least one of the two required social science electives should be selected from offerings in psychology or sociology.

**Required Independent Learning or Senior Seminar.** At least four semester hours of independent learning must be fulfilled by enrolling in a senior seminar (Ntr. 290). The remaining four semester hours may be met by another senior seminar, Ntr. 213, 250, 280, 281; or by an appropriate course in another academic department.

### Courses

#### Ntr. 101-2 Food Science 4 sem. hrs.

Study of the nutrient composition of foods and the application of scientific principles to food storage and preparation, including meal planning, with emphasis on meeting nutrient requirements within federal government income guidelines. Nutritional and sanitary dimensions of food-handling practices are also covered. Lecture and laboratory. Laboratory coat required. *Gann.*

#### Ntr. 110-1 Sociocultural Implications of Nutrition 4 sem. hrs.

This course is designed to acquaint students with nutrition principles and the study of food behavior, particularly as reflected in the food patterns of various groups that have immigrated to the U.S. throughout its history.

#### Ntr. 111-1, 2 Fundamentals of Nutrition Science 4 sem. hrs.

The study of the functions of nutrients in the human organism, nutrient needs at varying stages of the life cycle, and nutritional status.

The health effects of nutrient inadequacies and excesses will be examined. The laboratory will include problem-solving sessions focusing on application of fundamental concepts. *Mason.*

**Ntr. 150-2 Contemporary Issues in International Food Planning** 4 sem. hrs.

Designed for nonconcentrators, the course will acquaint students with the fundamentals of public health nutrition and the nature and dimensions of present and future world foods needs. Emphasizing both developed and developing countries, it will provide an overview of national and international nutrition intervention programs and policy alternatives.

**Ntr. 201-1 Advanced Food Science**

4 sem. hrs.

*Prereq.: Ntr. 101; consent required.*

Application of organic chemistry and microbiology to the study of food science. Emphasis on modern food production, preservation, food safety, recipe modification, product development. The laboratory focus will be on experimental design and evaluation. Each student will present a seminar and conduct an independent laboratory research project. Laboratory coat required. *Gann.*

**Ntr. 211-1 Human Nutrition** 4 sem. hrs.

*Prereq.: Bio. 232, Chm. 123, Ntr. 111; consent required.*

An in-depth consideration of the metabolic role of nutrients at the cellular and subcellular level. Food sources and allowances of nutrients are examined, along with the complete cycle of nutrient ingestion, absorption, utilization, and excretion. Basic concepts in physiology and biochemistry are examined in order to explain nutrient function and interdependence. *Mason.*

**Ntr. 212-1, 2 Nutrition in Metabolic Disorders** 4 sem. hrs.

*Prereq.: Ntr. 211; consent required.*

The study and evaluation of human nutritional needs in major disease states and physiologic stress. Emphasis will be placed on the underlying pathophysiologic mechanisms and the nutritional component of prevention and treatment. The laboratory will include assessment methodologies, problem solving, and case presentations.

**Ntr. 213-2 Research Methods in Nutrition**

4 sem. hrs. Offered alternate years. Offered in 1993-94.

*Prereq.: Ntr. 211 (or concurrent), Mth. 108; consent required.*

Designed to introduce students to research

methodologies, with a particular focus on methods and materials used in nutritional research. Lectures will be supplemented with field trips. Students will design, execute, and evaluate a simple nutritional experiment.

**Ntr. 231-2 The Practice of Clinical Dietetics** 4 sem. hrs.

*Prereq.: Ntr. 101, Ntr. 111; consent required.*

An introductory course in the practice of clinical dietetics, including methods in client interviewing and assessment of food practices and nutrient intake. Use of computers is emphasized. Laboratory coat and name pin required. *Herbold.*

**Ntr. 237-1 The Practice of Community Nutrition (DWC)** 4 sem. hrs.

*Prereq.: Ntr. 101, Ntr. 111; consent required.*

Community nutrition is the practice of applied nutrition and nutrition education in both health care and other settings. Emphasis will be placed on the principles of education that are basic to effective learning by the clients. Federal programs aimed at nutrition-related health problems will be examined. Student will be assigned to community field work placements. *Herbold.*

**Ntr. 248-1 Food Production and Service Systems** 4 sem. hrs.

*Prereq.: Ntr. 101; consent required.*

Methods of producing quality food in quantity to achieve organizational goals and to provide nutritional care. Application of principles of food science to quantity food production. Emphasis on the systems approach to production, assembly, distribution, and human resource management in the service of food to individuals and groups. Lectures supplemented with field trips and laboratories. *Gann.*

**Ntr. 249-2 Management of Food Service Systems** 4 sem. hrs.

*Prereq.: Ntr. 248; consent required.*

Focus on the controls of the food service system—accounting principles, budgeting, pricing, and productivity monitoring. Analysis of cases in food service management including marketing and operations. Development of marketing plans for food service operations. Field trips are included to increase knowledge of food and equipment distribution systems. Presentation of individual seminars by students on current issues in the field. *Gann.*

**Ntr. 199-1, 2 Individual Study** 4 sem. hrs.

*Prereq.: consent required.*

*Members of the Department.*



**Ntr. 250-1, 2 Independent Study 4 sem. hrs.**

*Prereq.: consent required.*

Independent study in one of the areas of nutrition.

*Members of the Department.*

**Ntr. 280-1, 2 Field Experience 4 sem. hrs.**

*Prereq.: consent required.*

Individual field experience in one of the areas of nutrition. *Members of the Department.*

**Ntr. 281-2 Advanced Practice in**

**Community Nutrition 4 sem. hrs.**

*Prereq.: Ntr. 212 (or concurrent), 237; consent required.*

An advanced course in community nutrition theory and practice. Emphasis will be placed on evaluating the effectiveness of a variety of community nutrition programs and increasing skills in the counseling/teaching of clients, families, other health professionals, and the public at large. Each student will examine in depth a particular problem in community nutrition. *Herbold.*

**Ntr. 290-2 Seminar: Selected Topics in Nutrition 4 sem. hrs.**

*Prereq.: Mth. 108, Ntr. 211, one semester of behavioral science; consent required.*

The seminar will examine in depth a selected topic in nutrition, which will be announced prior to registration. *Members of the Department.*

## Faculty

**Marion Mason, Ph.D., R.D.** Ruby Winslow  
Linn Professor of Nutrition and Chair of the  
Department of Nutrition

**Nancie Harvey Herbold, Ed.D., R.D.** Professor of Nutrition

†††**Margery Gann, M.B.A., R.D.** Assistant  
Professor of Nutrition

**Joyce Audette** Staff Assistant for the Department of Nutrition

## Department of Philosophy

Philosophy is that discipline in which questioning is central. Raising questioning to an art prepares the student for living in a special way. Philosophy cultivates a sensitivity to values, to systems of thought, and to other people. By sharpening the skills of critical analysis and clarity in thinking, philosophy fosters intellectual flexibility to meet any challenge.

The Department of Philosophy offers a choice of three courses of study:

1. A double concentration for the student who may wish to relate her study of philosophy to specialized work in another subject area. Within this discipline, the student, with her adviser, will work out an appropriate sequence of courses that emphasizes the student's interests and an integrated plan of study. The double concentration consists of 24 semester hours of courses in philosophy and an approved concentration in another area.

2. A concentration with a specialization in religious studies. The religious studies concentration in philosophy is composed of 32 semester hours of courses in philosophy, including religious studies courses from the Philosophy Department offerings, and eight hours of intensive independent study on authors or issues of interest.\* The student is also urged to take related courses outside the discipline that have been approved by her adviser.

3. A regular concentration. The regular concentration in philosophy is composed of 32 hours of philosophy courses, including eight semester hours of intensive and individualized independent study.\* The major includes at least two courses in the history of philosophy. The history of philosophy sequence includes 140, 141, 142, 143, and 245.

\*The independent study requirement can be met by Phl. 250, 255, 290, or a combination of these courses.

†††On special leave second semester 1993-94.

These concentrations are designed to provide the student with critical understanding of ideas and methods of thinking. Each should prepare the way for further postgraduate work not only in philosophy, but also in law, theology, education, psychology, health fields, and public affairs.

## Courses

### **Phl. 119-1 Introduction to Comparative Religion 4 sem. hrs.**

An introduction to the fundamental belief systems of Hinduism, Buddhism, Judaism, Islam, and Christianity. *Members of the Department.*

### **Phl. 120-1 Problems of Philosophy 4 sem. hrs.**

An introduction to some of the perennial questions of philosophy in light of great philosophers: Who are we? What can we know? What can we hope? How should we live? *Members of the Department.*

### **Phl. 121-2 Philosophy of Religion 4 sem. hrs.**

Philosophy of religion studies a cluster of problems: the nature of religious language, the evidence for and against the existence of God, the problem of evil, the relationship of faith to reason, the meaning of death, and the problem of human destiny. *Ochs.*

### **Phl. 122-2 Informal Logic (DWC) 4 sem. hrs.**

This course is about thinking: what it is, how to do it, and how to do it well. We will approach the topic of thinking from two perspectives. First, we will consider the thought of others as it is expressed in sources such as conversations, speeches, newspapers, journals, and advertising. You will learn how to evaluate the thought of others to make sound decisions about what to believe and how to act. Second, we will consider how to think through writing. By watching the workings of your own mind, you will learn how to generate ideas, form concepts, and shape and support hypotheses. The skills learned should make you both a better thinker and a better writer. *Stafford.*

### **Phl. 123-2 Philosophy of Race and Gender 4 sem. hrs.**

This course in social and political philosophy investigates the impact of racism and sexism on self-awareness and self-understanding. If I

am black, a woman, or both, how does the way in which others see me affect the way in which I see myself? How, moreover, are we to understand the impact of racial and sexual oppression on identity formation? Readings will include writings by Foucault, W.E.B. DuBois, Frantz Fanon, Toni Morrison, Adrienne Rich, and Simone de Beauvoir. *Members of the Department.*

### **Phl. 127-1 Business Ethics 4 sem. hrs.**

A consideration of business practices from an ethical point of view. Among the questions we will address are the following: should the state redistribute corporate wealth? Are property rights absolute? Is affirmative action morally desirable? Should respect for human rights limit the pursuit of profit? The goal of this course is to increase appreciation of the ethical implications of business behavior. *Members of the Department.*

### **[Phl. 128-2 Justice, Equality, and Human Rights 4 sem. hrs. Not offered in 1993-94.]**

The course offers an issues-oriented introduction to some of the central themes of social and political philosophy. Topics include the justification of government interference in private life, the nature and proper scope of liberty, the relationship of justice to different economic systems, and the extent of our obligations to the state. *Members of the Department.*

### **Phl. 130-1 Ethics 4 sem. hrs.**

The course will focus on the nature of moral value, moral conscience, and on the logic of moral judgment or moral evaluation. Different theories are introduced and examined. The course is intended to help students begin to explore and evaluate the moral decisions they have to make in everyday life. *Stafford.*

### **Phl. 131-2 Ethics of the Helping Professions 4 sem. hrs.**

This course examines some of the philosophical questions relating to the concept of helping: What are our obligations to others? Are we ever justified in *not* helping? What is the relation between *autonomy* and *helping*? In addition, we shall examine individual "helping professions" including medicine, law, and teaching, and some of the ethical questions their practitioners must face. *Raymond.*

### **Phl. 132-2 Philosophy of Art 4 sem. hrs.**

What makes a work of art? What makes it good or bad art? What is beauty? What role does art play in our being human? Such ques-

tions are raised and discussed in the light of different theories as they are found in classical Greek thinkers as well as in contemporary philosophers. *Members of the Department.*

**[Phl. 133-2 Oriental Philosophy 4 sem. hrs.**  
Not offered in 1993-94.]

Emphasis on Hinduism and Taoism as metaphysical systems, Buddhism (including Zen Buddhism) as a philosophy of life, and Confucianism as a political philosophy or as an ethical theory. A Western perspective on these issues will be introduced. *Members of the Department.*

**Phl. 136-1 Philosophy of Human Nature 4 sem. hrs.**

This course will provide an opportunity to explore the nature of the conscious intelligence, approaching the topic from various points of view. Presumably we all possess conscious intelligence, but what is it? In exploring this question, we will be exploring the nature of ourselves as thinking, feeling, acting women. We will explore our capacities for language, perception, imagery, rational and creative thought, and emotion and consider what the sciences of psychology, anthropology, neurophysiology, and evolution can tell us. As we review each of these areas, we will look back to the philosophical questions and issues which initiated the research, questions such as: Is the mind identical to the brain? Can we model the human mind on a computer? What is the contribution of genetics to human behavior? *Stafford.*

**Phl. 137-2 Philosophy of Mind 4 sem. hrs.**  
Our self-understanding is deeply connected to our view of mind. Different analyses of mind offered by philosophers, psychologists, and spiritual teachers will be explored in this class. *Stafford.*

**[Phl. 138-1 Ways of Knowing 4 sem. hrs.** Not offered in 1993-94.]

Different kinds of knowledge, such as scientific, artistic, religious, ethical, logical, and practical, are examined and distinguished. In doing so, the problem of relativity of truth and the relationship between our perspective, conditions, and context, on the one hand, and the object of knowledge will be discussed. In short, the course is designed to find an answer to such questions as What is truth? and How are reality and our ability of knowing related to each other? *Stafford.*

**Phl. 140-1 The Beginnings of Philosophy:**

**Plato and Aristotle 4 sem. hrs.**

Philosophy takes place in discourse. This course is an opportunity to get in at the start of the conversation when western philosophy was first shaping the concepts and questions that still concern us today. Plato and his precursors, Aristotle and his followers, will be our conversation partners for the semester. *Members of the Department.*

**[Phl. 141-2 Medieval Philosophy 4 sem. hrs.**  
Not offered in 1993-94.]

The Middle Ages was a time when people listened to the perspectives of women such as Hildegard of Bingen and Julian of Norwich. It was a time when the universe was viewed as a living organism—a view underlying the current ecology movement. We will explore medieval philosophy as a repository of ideas for understanding our contemporary world. *Members of the Department.*

**[Phl. 142-2 Making of the Modern Mind 4 sem. hrs.** Not offered in 1993-94.]

The modern period in philosophy beginning with Descartes and ending with Kant reflects the radical changes occurring in society at that time resulting, in particular, from the scientific revolution. This course analyzes some of those changes, focusing on the major philosophical views of the period. It examines issues of personal identity, knowledge, the existence of God, and the nature of the external world.

**[Phl. 143-2 19th-Century Philosophy 4 sem. hrs.** Not offered in 1993-94.]

What is the relation of worker alienation to political revolution; anarchism to utopian visions of society; personal despair to human freedom; economic turmoil to unconscious control; wealth to power; and subjectivity to truth? This course examines the views of 19th-century thinkers including Hegel, Marx, Mill, Nietzsche, and Dostoevsky. *Members of the Department.*

**Phl. 152-2 Philosophy in Literature 4 sem. hrs.**

Why read literature and think about philosophy? Literature can deal with the breadth and depth of human experience and concerns in a way that methodically cautious philosophical treatises cannot. Literature can raise the enduring questions about the nature of self, our relation to the external world, and our moral responsibilities in a context that is both familiar and provocative. In this course, we will



work *through* literature to philosophical themes. Brief excerpts of classical philosophical texts will be read to anchor the ideas expressed in the novels, plays, and poems which will be the primary reading for the course. *Members of the Department.*

**[Phl. 156-2 Special Topics in Philosophy of Religion 4 sem. hrs.** Not offered in 1993-94.]

**[Phl. 158-2 Special Topics in Philosophy 4 sem. hrs.** Not offered in 1993-94.]  
An in-depth examination of an issue or theme of philosophical importance. Topic to be announced. *Stafford.*

**Phl. 225-2 Moral Issues in Technology 4 sem. hrs.**

The pace of life in contemporary society is quickening, our world is taking on global perspectives, and advances in science and technology are occurring with baffling frequency. They raise in new ways questions that have been asked by philosophers for centuries. What does our knowledge make possible, and what actions, attitudes, and policies ought we to pursue? Who is to decide, and how? What are our responsibilities to ourselves, our families, and our society, and how are we to manage the inevitable conflicts among them? This course will address these age-old questions as they apply in diverse areas such as education, biomedical technology, environmental control, and computing technology. *Stafford.*

**Phl. 226-1 Law and Philosophy 4 sem. hrs.**  
This course examines the institution of law from a philosophical point of view. Topics to be discussed include the nature and definition of law; the relationship between law and morality; law and religion; grounds for obedience to law or civil disobedience; justifications of punishment; legal reasoning; justification of the advocacy system; professional ethics of lawyers; and feminist jurisprudence. *Raymond.*

**[Phl. 240-2 Advanced Comparative Religion 4 sem. hrs.** Not offered in 1993-94.]  
*Prereq.: One previous course.*  
The topic of this course varies from year to year. *Members of the Department.*

**Phl. 245-2 Existentialism 4 sem. hrs.**  
This course examines some of the major themes of existentialist thought using the work of Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, and others. It addresses

questions like: How does the reality of death affect the meaning of life? Is existence absurd? What does it mean to live authentically? How does one deal with despair? *Raymond.*

**Phl. 250-1, 2 Independent Study 4 sem. hrs.**  
*Prereq.: consent of the instructor.*  
Sustained examination of a topic not covered in the regular course offerings. *Members of the Department.*

**[Phl. 254 Metaphysics: The Creative Imagination 4 sem. hrs.** Not offered in 1993-94.]  
We are both creators and creatures. We can best understand reality from within an awareness of this dual role. A study of our creativity will allow us to explore the basic metaphysical questions of the nature of reality, freedom, and meaning. *Members of the Department.*

**Phl. 255-1, 2 Senior Thesis 4 sem. hrs.**  
*Prereq.: consent of the instructor.*  
*Members of the Department.*

**Phl. 270-1, 2 Internship in Philosophy 4 or 8 sem. hrs.**  
*Prereq.: consent of the supervising faculty member.*

**Phl. 290-2 Philosophy Seminar: Free Will and Determinism 4 sem. hrs.**  
*Prereq.: One course in Philosophy or consent of the instructor.*  
To what extent—if at all—are our choices free? Does it matter? A close examination of the nature of freedom and its relation to human conduct. *Stafford.*

**Phl. 450-1, 2 Independent Study: Graduate Level 4 sem. hrs.**  
*Members of the Department.*

## Faculty

**Diane Raymond, Ph.D.** Professor of Philosophy and Chair of the Department of Philosophy  
**Sue Stafford, Ph.D.** Assistant Professor of Philosophy

**Johanna Knowles, B.A.** Staff Assistant to the departments of English and Philosophy

# Physical Education

## Physical Education for First-Year Students

*Noncredit.*

Participation in four physical education classes is required of all first-year students. For all students entering Simmons College in the Continuing Education Program and for other students transferring to Simmons with 64 or more credits, an automatic waiver of the first-year requirement will be applied. An adapted program to meet the needs of individuals with medical restrictions is arranged in cooperation with the Health Center.

The freshman requirement is fulfilled through courses that provide opportunities for each student to acquire or improve skills in the activities of her choice, which she can enjoy during and after college. The courses scheduled during the two semesters include aerobic and modern dance, badminton, racquetball, swimming, tennis, volleyball, yoga, and jogging. *Olmstead, Lorraine, McDermott, Kantor, Dunnock.*

## Physical Education for Upperclass Students

While there is no requirement in physical education beyond the first year, upper-class students may, within the limitations of available time and space, elect courses from the regular freshman program.

## Faculty

**Sheila Brown, M.S.** *Director of Athletics and Physical Education*

**Doris Emery Olmstead, M.Ed.** *Associate Professor of Physical Education*

**Joanne Dunnock, Ph.D.** *Special Instructor in Physical Education*

**Ali Kantor, M.S.** *Special Instructor in Physical Education*

**Marybeth Lamb, M.S.** *Special Instructor in Physical Education*

**Anita Lorraine, B.A.** *Special Instructor in Physical Education*

**Ann McDermott, M.S.** *Special Instructor in Physical Education*

# Department of Physical Therapy

Physical therapy is a profession that contributes to the health care needs of society. The practice of physical therapy involves working with people of all ages and backgrounds to prevent injury, relieve pain, improve or restore motor performance, and reach maximum functional capacity.

Career opportunities exist in hospitals, rehabilitation centers, private practice, public schools, extended care facilities and home health agencies. The rewards of being a physical therapist are many: the satisfaction of seeing individuals meet their potential, the opportunities for professional growth and leadership, and the challenge and stimulation of working in today's health care system.

For students entering as freshmen, the concentration extends over a period of six years. The first three years are devoted to fulfilling requirements in the necessary basic and social sciences, liberal arts, and electives. At the end of four years, a student receives a B.S. degree with a concentration in Health Science for Physical Therapy. The completion of the master's degree is required to be eligible to take the examination for licensure and to practice physical therapy.

Throughout the six years at Simmons, students concentrating in health science for physical therapy must meet certain academic requirements. These requirements should be reviewed by the student periodically to ensure that all appropriate steps are taken toward meeting them. Students must complete all prerequisite science requirements, foreign language requirements, math competency and distribution requirements by the end of their third year at Simmons. In order to matriculate into the professional program, students must have a 2.8 GPA in the prerequisite science courses. If at any time a student's academic work, conduct or health is unsatisfactory, she may be required to withdraw from the concentra-

tion. Refer to the Graduate School for Health Studies Catalog for further descriptions of the academic requirements, student responsibilities and the professional curriculum.

Currently the program in physical therapy is accredited by the American Physical Therapy Association.

**Prerequisites.** Students entering as freshmen in the fall must take the following courses during the first three years in order to qualify for the concentration in Health Science for Physical Therapy: Chm. 111 or Chm. 113, Chm. 112 or Chm. 114, Bio. 113, Bio. 115, Phy. 110, Phy. 111, Psy. 101, one additional psychology course, Bio. 231, Bio. 232, and Mth. 108. Work experience in physical therapy or a related field is highly recommended.

In general, electives should be chosen outside the area of science, but in accordance with general interests.

**Requirements.** The following courses are required for the concentration in Health Science for Physical Therapy. (A full list of the courses required for the master's degree are listed on page 175.)

- PT 340 Principles of Neurokinesiology
- PT 305 Principles of Disease & Disability
- PT 331 PT in the Health Care System
- PT 355 Introduction to Research
- PT 310 Dynamics of Human Movement I
- PT 320 Principles of PT Practice
- PT 357 Directed Research\*
- PT 341 Advanced Human Anatomy

## Courses

Classes in physical therapy are not open to students in any of the college's other programs.

The courses must be taken in sequence, i.e., each course listed in the first semester must be completed before taking courses in the second semester; the courses listed in the second semester must be completed prior to taking courses offered in the second year and thereafter.

### PT 305-1 Principles of Disease and Disability 4 sem. hrs.

In this course students explore the nature and causes of disease. The characteristics of various diseases are viewed considering the unit of the cell as the basis of disease. Through lecture and discussion, students further examine the response of the individual to pain and abnormal function. Pharmacological interventions are examined through the study of basic drug groups, and their characteristic actions. *Heller.*

### PT 331-1 PT in the Health Care System I 4 sem. hrs.

Through the process of observation of physical therapists and other health care professionals, this course introduces the student to the profession of physical therapy and its relationship within the health care system. Seminars and discussions guide the student in developing professional interpersonal skills and personal values and beliefs as a basis for clinical practice. *Foord.*

### PT 340-1 Principles of Neurokinesiology 4 sem. hrs.

This introductory course presents a basis for the study of the histological and functional manifestations of the human neuromuscular system. Through lecture and laboratory work, this course examines the inter-relationships between the nervous and the musculoskeletal system which take place to produce normal movement. *Palmer, Goodgold-Edwards.*

### PT 355-1 Introduction to Research 4 sem. hrs.

This course focuses on the use of scientific method to validate the efficacy of physical therapy practice. Students learn concepts required to critically analyze research literature, formulate researchable questions, develop research designs, and apply statistical tests in a small group, self-directed, problem-based learning format. *Jette.*

\*Meets the Independent Learning Requirement and is a Designated Writing Course.



### **PT 310-2 Dynamics of Human Movement I**

*6 sem. hrs.*

This course introduces the student to the analysis of normal movement, posture, and gait. Through lecture, discussion, and laboratory exercises, students learn to apply the principles of neuromuscular physiology and exercise physiology. Lecture and laboratory focus on analysis of normal muscle and joint function through observation and palpation and application of biomechanical principles. *Palmer, Malerba.*

### **PT 320-2 Principles of Physical Therapy**

*Practice 2 sem. hrs.*

The conceptual basis for the application of therapeutic exercise is presented through an examination of the principles of therapeutic exercise and motor learning. Students are introduced to the forms and functions of medical documentation and concepts of teaching and learning in the clinical setting. *Wiesel, Foord.*

### **PT 341-2 Advanced Human Anatomy**

*4 sem. hrs.*

The focus of this course is on the interrelationship of the structures of the human body. Students examine the human neuromuscular and skeletal systems and the characteristics of joint structure through cadaver dissection. Based on this study, students develop an understanding of the interdependence among these systems required to produce normal movement. *Palmer, Heller.*

### **PT 357-2 Directed Research/Study (DWC)**

*4 sem. hrs.*

This course involves group work under the mentorship of a faculty adviser. Students study a topic in depth and may write several concept papers, develop a research project, or complete a critical review of the literature on their topic. This course is a designated writing course and satisfies the undergraduate independent study requirement.

## **Faculty**

**Diane Jette, M.S., P.T.** *Program Director and Associate Professor of Physical Therapy*  
**M. Lynn Palmer, Ph.D., P.T.** *Professor of Physical Therapy*

**Shelley Goodgold-Edwards, D.Sc., P.T.** *Associate Professor of Physical Therapy*  
**Susan Edmond, M.P.H., P.T.** *Assistant Professor of Physical Therapy*

**Lynn Foord, M.S., P.T.** *Assistant Professor of Physical Therapy and Academic Coordinator of Clinical Education*

**Mary D. Slavin, Ph.D., P.T.** *Assistant Professor of Physical Therapy*

**Deborah Heller, M.S., P.T.** *Special Assistant Professor of Physical Therapy*

**Lynne Wiesel, M.S., P.T.** *Special Assistant Professor of Physical Therapy*

**Joanne Malerba, M.S., P.T.** *Special Instructor of Physical Therapy*

**Linda Smith, B.S.** *Administrative Assistant*

**Maria Mallon, B.A.** *Assistant to the A.C.C.E.*

## **Department of Political Science**

The field of political science is divided into four subfields: American Politics, Comparative Politics, International Politics, and Political Theory. Collectively, courses in these areas introduce students to the study of the institutions of government, the processes of decision making (domestic and international), the content of these decisions (public policy), and their impact on society. The field of political science is also concerned with questions of how governments *should* be constituted and how politics *should* be carried out.

The study of political science has traditionally provided a solid foundation for careers in government (national, state, and local), diplomacy, law, and business, as well as in teaching and journalism. For this reason, students often choose to combine a concentration in political science with one of a wide variety of other concentrations, such as communications, economics, English, history, management, psychology, sociology, and international relations.

The curriculum in the Department of Political Science consists of four introductory courses, a wide variety of topics courses, and several advanced seminars. Students in the department are encouraged to undertake internships in government offices and interest groups at the national, state, and local level. They also have the opportunity to pursue independent research with individual professors. A limited number of juniors are able to spend a semester at the Washington Semester of the American University, Washington, D.C. The department also encourages students to engage in political science studies abroad.

### Concentration in Political Science

**Requirements.** All concentrators are required to take the following four introductory courses in the four subfields of political science, plus PolS. 230.

- PolS. 101 Introduction to American Politics
- PolS. 102 Introduction to International Politics
- PolS. 103 Introduction to Political Theory
- PolS. 104 Introduction to Comparative Politics
- PolS. 230 Modern Political Theory

Students must also take:

Eco. 100, 101, Principles of Economics; and 12 additional semester hours in political science to include two electives and one seminar given by the department.

The College degree requirement of eight semester hours of independent learning may be met by PolS. 250, 255, 270, 280, or any seminar. The independent study requirement may also be met with one course from another department. These eight semester hours (with the exception of a seminar) are in addition to the 40 semester hours required in the political science concentration.

**Honors in Political Science.** An honors program is offered to qualified students

who fulfill the College requirements as designated on page 27 and who have at least a B average in political science. A student must submit a proposal to the Department for approval.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily PolS. 255, Directed Study: Senior Thesis.

### Courses

#### Survey Courses

##### **PolS. 101-1, 2 Introduction to American Politics 4 sem. hrs.**

Analysis of the institutional development of American national government, emphasizing the Presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy.

##### **PolS. 102-1, 2 Introduction to International Politics 4 sem. hrs.**

An introduction to the patterns of relations among states, both conflictual and cooperative. The relations between the superpowers, and between the superpowers and the Third World, will be examined. Students will take part in a simulation of an international crisis. *Miner.*

##### **PolS. 103-1 Introduction to Political Theory 4 sem. hrs.**

Analysis of classic texts of antiquity through the Renaissance, with reference to issues of equality, authority, political knowledge, power, and the appearance of a science of politics. Readings from Thucydides, Plato, Aristotle, the Bible, Martin Luther, and Machiavelli. *Welch.*

##### **PolS. 104-1, 2 Introduction to Comparative Politics 4 sem. hrs.**

An introduction to the study of governments other than the United States. Governments selected for study include Great Britain, France, the Soviet Union, the People's Republic of China, and Egypt. *Beattie.*

#### Topics Courses

##### **[PolS. 211-2 The Politics of Cities 4 sem. hrs. Not offered in 1993-94.]**

Evaluation of the development of cities. Discussion of informal processes that link infor-

mal demands to formal institutional process; emphasis is on political parties and interest and ethnic groups. Evaluation of the impact of urban programs, such as schooling, welfare, etc.

**PolS. 212-2 The American Congress**

*4 sem. hrs.*

An introduction to the history and operational dynamics of the Congress. One section will analyze the processes of the House of Representatives; the second will examine the dynamics of the Senate. The final section will concentrate on Congressional-Executive relations and domestic and foreign policy making.

**PolS. 214-2 Constitutional Law: The**

**Modern Court** *4 sem. hrs.*

Analysis of the Supreme court's decisions in recent decades, with emphasis on those cases dealing with civil, political, and social questions. Consideration of the Contemporary Court and its impact on American government and society. *Welch.*

**[PolS. 215-2 The Politics of Race and Ethnicity** *4 sem. hrs.* Not offered in 1993-94.]

This course examines the changing patterns of incorporation of ethnic and racial minorities in American politics, beginning with a survey of ethnic and racial politics from the 19th century through the 1960s. Next, the course focuses on the politics of the post-Civil Rights era, looking at national-level politics, urban ethnic and racial politics, and the development of Hispanic politics. The course concludes with an examination of key economic and social welfare policy issues that affect minority and ethnic politics.

**PolS. 216-1 The American Presidency**

*4 sem. hrs.*

This course presents an examination of the presidential nomination and electoral processes, a survey of the executive branch of government, and an analysis of that branch's relationship to the other institutions of American government. In addition, patterns of presidential decision-making are studied through reference to specific cases; e.g., the Cuban missile crisis, U.S. involvement in Vietnam, and the Iran-Contra affair.

**PolS. 217-2 American Public Policy**

*4 sem. hrs.*

This course will investigate the development of public policy in the U.S., emphasizing how patterns of political power shape and are

shaped in turn by state intervention. Various social and economic policies of the U.S. will be looked at as illustrations of these processes; examples might include health policy, industrial policy, and environmental policy.

**[PolS. 218-1 Parties and Elections**

*4 sem. hrs.* Not offered in 1993-94.]

The nature of political parties and their relationship to political competition in the United States will be examined. The function of parties, alternative mechanisms of interest representation, and recent American electoral events will be among the topics covered in the course.

**PolS. 219-2 Gender and Politics** *4 sem. hrs.*

This course will consider the role of gender in American politics, including past and present efforts on behalf of the collective political interests of women; and investigate the ways in which feminist and New Right women define their interests and analyze the processes by which they organize to pursue those interests. *Welch.*

**PolS. 220-1 International Organization**

**and Law** *4 sem. hrs.*

An introduction to the problems and processes of international organizations. Analysis of the issues dealt with by international organizations and the reasons for their successes and failures. *Miner.*

**PolS. 221-1 The Arab-Israeli Conflict**

*4 sem. hrs.*

This course will examine the political dimensions of the Arab-Israeli conflict. The course will analyze the interests and objectives of all the major parties in the conflict, ranging from its impact on Israeli society and the Palestinians to the concerns of other regional and superpower actors. *Beattie.*

**PolS. 230-2 Modern Political Theory**

*4 sem. hrs.*

Analyzes the major thinkers from the Enlightenment through the 19th century. Beginning with Hobbes and ending with Mill, Marx, Freud, and Weber, the course will emphasize modern conceptions of individuals as political actors and the issues of politics in a mass society. Readings from Hobbes, Locke, Rousseau, Mill, Marx, Nietzsche, Freud, and Weber. *Welch.*

**[PolS. 231-2 20th-Century Political Thought and Liberalism** *4 sem. hrs.* Not offered in 1993-94.]

This course focuses on the 20th-century debate



about liberalism, with reference to its theoretical antecedents. The course begins with an analysis of the foundations of liberalism as found in Locke, Kant, and Mill. The balance of the course will be spent looking at the arguments for and against rights-based liberalism. Readings from Locke, Rousseau, Kant, Mill, Rawls, MacIntyre, Dworkin, and Arendt. *Welch*.

**[PolS. 232-1 American Political Thought, 1600-1865 4 sem. hrs.** Not offered in 1993-94.] This course surveys American political thought from the writings of the Puritans through the Civil War. It begins with the founding and "invention" of America, and considers the Puritan sense of mission, ethical and rationalist arguments for revolution, and the framing of the Constitution. The second part of the course addresses what Emerson called the "American newness," concluding with the division caused by the fight over slavery. Readings from the Puritans, Paine, the Federalists, Jefferson, Adams, Jackson, Grimke, Hawthorne, Emerson, and Lincoln.

**PolS. 233-2 American Political Thought, 1865-Present 4 sem. hrs.** Focuses on America as it emerges from Reconstruction and grows into maturity following World War I. The course will have two central interests: first, the problem of American identity raised by issues such as nativism, urbanization, immigration, race, and the country's rise to a world power; second, the evolution of American attitudes toward government and politics.

**PolS. 240-2 Post-Soviet Politics 4 sem. hrs.** An examination of the Soviet political system. Particular attention will be paid to the role of the Communist part in policy making and the relationship of the party to the state. In addition, the development and future of the Soviet political system will be considered. *Miner*.

**[PolS. 241-1 Latin American Politics 4 sem. hrs.** Not offered in 1993-94.] Focuses on the political development of Latin America in the 20th century. Topics include populism, revolutionary movements, bureaucratic-authoritarian regimes, and the prospects for redemocratization. The course concludes with a discussion of the effects of American foreign policy on the region.

**[PolS. 242-1 Government and Politics of Africa 4 sem. hrs.** Not offered in 1993-94.] An examination of politics, economy, and

society in post-colonial Africa, with emphasis on the continuing influence of colonialism on the problems and prospects of establishing and maintaining stable political communities and economic development, and on the role of the African countries in regional and international politics.

**PolS. 243-2 Middle Eastern Politics 4 sem. hrs.**

This course will provide a thorough introduction to the politics of the Middle East (Near East and North Africa). Emphasis will be placed on the search for legitimacy by the Arab regimes, the resurgence of Islamic fundamentalism, and the politics of Israel. *Beattie*.

**[PolS. 246-2 Politics of Western Europe 4 sem. hrs.** Not offered in 1993-94.] Provides an overview of the politics of Western Europe. Key issues to be dealt with from a comparative perspective include political institution- building, varying modes of interest representation, and challenges facing Western Europe today. *Beattie*.

## Seminars

**[PolS. 311 Special Topics in American Politics 4 sem. hrs.** Not offered in 1993-94.] An intensive study of a specific topic in American Politics. The topic will vary from year to year, taking advantage of current issues in American politics and faculty expertise. Topics to include American exceptionalism, public policy issues, and intergovernmental relations.

**[PolS. 321-2 Special Topics in International Relations (DWC) 4 sem. hrs.** Not offered in 1993-94.] An intensive study of a specific topic in International Relations. The topic will vary from year to year, taking advantage of current political events and issues, and faculty expertise. Topics to include Soviet foreign policy, Soviet-American security relations, and changes in the East-West balance of power. *Miner*.

**PolS. 331-1 Special Topics in Political Theory 4 sem. hrs.** An intensive study of a specific topic in Political Theory. The topics will vary from year to year, taking advantage of student interest, changes in the field and faculty expertise. Topics to include moral and ethical problems in politics, the work of specific theorists (i.e. Marx), and modern American liberalism. *Welch*.

### **PolS. 341: Special Topics in Comparative Politics 4 sem. hrs.**

An intensive study of a specific topic in Comparative Politics. The topic will vary from year to year, taking advantage of current political issues and events, and faculty expertise. Topics to include political development, regional politics (i.e. Asia, Latin America), political development, and elites. *Beattie.*

### **Independent Learning**

#### **PolS. 250-1, 2 Independent Study 4 sem. hrs.** *Prereq.: consent of the Department.*

Open to students in political science wishing to do advanced work with a member of the Department. *Members of the Department.*

#### **PolS. 255-1, 2 Directed Study: Senior Thesis 4 or 8 sem. hrs.**

Required for honors in political science. Includes oral examination. *Members of the Department.*

#### **PolS. 270-1, 2 Internship 8 or 16 sem. hrs.**

*Prereq.: consent of the Department.*

For students in political science who engage in supervised on-the-job experience in some government agency, or with a political office holder or office seeker. Internships are located in the Greater Boston area; only under exceptional circumstances and with permission of the Department may internships take place outside of Greater Boston. Internships are not permitted in the summer. *Welch.*

#### **PolS. 280-1, 2 Field Work 4 sem. hrs.**

*Prereq.: consent of the Department.*

Similar to an internship, but requires a slightly different emphasis (on research) and a shorter commitment of time. Field work placements are in the Greater Boston area. *Welch.*

### **Faculty**

\*\*\***Deborah Nutter Miner, Ph.D.** *Professor of Political Science and Coordinator of the International Relations Program; Chair of the Department of Political Science*

**Kirk Beattie, Ph.D.** *Associate Professor of Political Science*

**Cheryl Welch, Ph.D.** *Associate Professor of Political Science*

**Rita Oriani** *Staff Assistant for the departments of Economics, Political Science, and Sociology*

\*\*\**On sabbatical leave second semester 1993-94.*

### **Department of Psychology**

Psychology offers the student an opportunity to explore a variety of issues involved in the study and understanding of human behavior and experience. These include physiological functioning, a prolonged period of emotional and intellectual development, our complex learning capacities, and existence in a sociocultural surrounding. Since psychological approaches to the study of human behavior are varied and diverse, the student will encounter a number of ways of viewing and analyzing behavior, each of which makes its particular contribution to the field. The challenge of and interest in psychology lie in the opportunity it presents to the student to grow as a person, to come to understand herself and others, and to gain systematic knowledge of human behavior as a whole.

Concentrators in psychology may seek employment in a wide variety of positions after graduation. Possible positions include test administrator, research worker, counselor, personnel interviewer, or case aide. If a student selects appropriate courses, she may work as a rehabilitation or psychiatric counselor, teach psychology in a secondary school, or work in agencies of the state or federal government. Psychology graduates may work as researchers in such areas as physiological psychology, medicine, child development, business administration, survey research, clinical psychology, or human factors.

A graduate degree in psychology is a prerequisite for teaching at the college level; for directing basic or applied research; and for working as a psychotherapist.

Combining a concentration in psychology with a concentration or sequence of courses in some other discipline may open the way to interesting careers. At the present time, there are established sequences in quantitative psychology that combine mathematics and psychology; in art therapy that combine art and psychology; and in biological psychol-

ogy. Other fields that recent students have combined with psychology successfully are education, management, communications, philosophy, and English. For specific sequences that integrate psychology with other fields for particular purposes, a student should consult with the Psychology Chairman or her adviser. An undergraduate psychology concentration can also be good preparation for graduate work in other areas, including organizational psychology, social work, hospital administration, educational counseling, human engineering, computer science, law, and public health.

A program leading to the Master of Arts in Teaching, offered jointly with the Department of Education and Human Services, is open to qualified concentrators interested in teaching psychology at the high school level.

## Concentration in Psychology

**Requirements.** The relatively small required core of courses makes psychology an ideal concentration to combine in various ways with applied and related areas, such as management, education, biology, etc. The required courses are as follows:

- Psy. 101 Introduction to Psychology
- Mth. 108 Introductory Statistics
- Psy. 131 Biological Psychology
- Psy. 133 Experimental Psychology
- Psy. 352 History and Systems of Psychology

To insure that students receive sufficient breadth across substantive areas, as well as some depth within at least one area, the Department also requires that each concentrator successfully complete a minimum of five courses (20 semester hours), with at least one course chosen for each of the following areas:

### *Basic Processes*

- Psy. 243 Learning and Cognition
- Psy. 246 Psychology of Motivation
- Psy. 247 Perception

### *Social and Developmental*

- Psy. 235 Developmental Psychology
- Psy. 236 Psychology of Adolescence
- Psy. 248 Social Psychology

### *Clinical and Personality*

- Psy. 230 Theories of Personality
- Psy. 231 The Nature of Abnormal Behavior
- Psy. 241 Assessment of Individual Differences

### *Upper Level: Theory and Application*

- Psy. 342 Seminar in Clinical Psychology
- Psy. 344 Seminar in Freud
- Psy. 349 Social and Emotional Development

### *Upper Level: Research and Application*

- Psy. 332 Research and Application in Biopsychology
- Psy. 333 Research in Cognitive Processes
- Psy. 348 Research and Application in Social Psychology

Thus, each psychology concentrator must complete 36 semester hours in psychology, as well as four hours in statistics. In addition to these 40 semester hours, all concentrators must satisfy the College requirement of eight semester hours of independent learning. Normally, at least four hours of independent learning should be in psychology. Psy. 280, Field Work in a Psychological Setting, is a full-year course that meets the all-College requirement for independent learning. Alternatively, one course from the Upper-Level Research and Application category may be counted as independent learning, provided it is followed by related work in Psy. 250.

**Electives.** In addition to taking courses from the required areas listed above, students are encouraged to choose from among the following:

### *Special Areas*

- Psy. 199 Individual Study in Psychology



- Psy. 220 The Psychology of Women
- Psy. 245 Appetite, Obesity, and Eating Disorders
- Psy. 336 Seminar in the Psychology of the Disturbed Child and Adolescent
- Psy. 353 Individual Intelligence Testing

**Prerequisites.** Psy. 101, Introduction to Psychology, is a prerequisite for all other courses offered by the Department of Psychology.

**Recommendations.** Students considering a concentration in psychology are advised to take Psy. 101, Introduction to Psychology, and Mth. 108, Introductory Statistics, during their freshman year. The order in which these courses are taken is not important. Because some background in natural science is of significant value to students who plan a career in psychology, they are advised to consider at least one course in biology, chemistry, or physics.

In general, the Department encourages flexible and individualized course planning of electives both within and without the field of psychology. Students should consult the Department Chairman or their adviser to arrange programs that meet their particular needs. The following examples may serve as a guide to planning an appropriate program.

1. A student planning a career working with children, such as early childhood education, counseling, child guidance, or research, should take Psy. 235, Developmental Psychology; Psy. 241, Assessment of Individual Differences; Psy. 349, Social and Emotional Development.

2. A student planning a career in a hospital setting or one in which physiological research may be involved should take Psy. 247, Perception; Psy. 332, Research and Applications in Biopsychology; relevant courses in biology and/or chemistry are recommended.

3. A student who is interested in a career in behavioral research, human factors, computer-based instruction, or computer science should take at least two of the following: Psy. 243, Learning and Cognition; Psy. 246, Psychology of Motivation; Psy. 247, Perception; and Psy. 333, Research in Cognitive Processes. Students are also encouraged to attain some competence in relevant areas of mathematics or computer science.

4. A student with career interests in the clinical and personality area should take either Psy. 230, Theories of Personality, Psy. 231, The Nature of Abnormal Behavior, or both. In addition, Psy. 241, Assessment of Individual Differences, Psy. 342, Seminar in Clinical Psychology, and Psy. 344, Seminar in Freud, are recommended.

5. A student planning a career in social service or human resource development should choose her psychology electives from among the following courses: Psy. 230, Theories of Personality; Psy. 231, The Nature of Abnormal Behavior; Psy. 241, Assessment of Individual Differences; Psy. 246, Psychology of Motivation; Psy. 248, Social Psychology; Psy. 344, Seminar in Freud; and Psy. 348, Research and Application in Social Psychology.

**Honors in Psychology.** Candidates for honors in psychology are expected to fulfill the College requirements as designated on page 27.

In addition to the courses described in the concentration in psychology, the honors student must complete Psy. 255, Honors Program: Senior Thesis. This course will also satisfy four semester hours of the independent study requirement.

### **Joint Concentration in Psychobiology**

Students with interests in both biology and psychology may wish to choose the concentration in psychobiology. Psycho-

biology draws from the physical, social, mathematical, and life sciences to address intriguing and difficult issues related to behavior and experience. This young but maturing field is yielding exciting new discoveries regarding the biological basis of behavior, conscious experience, and the relationship between physical and mental health. Completion of the concentration prepares the student to work in a variety of research and clinical settings in psychobiology; and with judicious selection of electives, serves as an excellent preparation for advanced work in either biology or psychology, or for medical, dental or veterinary school.

**Requirements.** The courses required for the concentration in psychobiology are listed below in the preferred sequence. While in exceptional circumstances it may be possible to modify this arrangement, students interested in psychobiology are advised to follow this plan if possible and to discuss any alternatives with one of the advisers to the concentration.

#### *Freshman year*

Bio. 113	General Biology I
Chm. 111	Introductory Chemistry: Inorganic
Psy. 101	Introduction to Psychology
Chm. 112	Introductory Chemistry: Organic

#### *Sophomore year*

Bio. 238	Animal Physiology
Psy. 131	Biological Psychology
Mth. 108	Introductory Statistics
Bio. 225	Cell Biology
Psy. 133	Experimental Psychology

#### *Junior year*

Bio. 342	Behavioral Biology or
Bio. 356-2	Neurobiology
Psy. 332	Research and Applications in Biopsychology

#### *Senior year*

PB 290	Seminar in Psychobiology
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## **Elective Courses**

In addition to the above required courses, students concentrating in Psychobiology must complete at least three elective courses related to the field, including a 300 level Biology course, a course from Psychology's Basic Process Category (Psy. 243, Learning and Cognition; Psy. 246, Motivation; or Psy. 247, Perception), and one additional course from either department. These courses are ordinarily taken during the fall semesters of the junior and senior years.

During the senior year, students must also complete eight semester hours of Independent Study. This should be arranged with your Psychobiology adviser during the Junior year.

Students who expect to go to medical, dental, or veterinary school should contact the premedical adviser about additional science and mathematics courses that will be needed.

## **Courses**

### **Psy. 101-1, 2 Introduction to Psychology**

*4 sem. hrs.*

Contemporary approaches to the scientific study of behavior and mental processes. Theories and research topics range from maturation and development, learning, and personality to mental disorders. *Gentile, Miller, and Members of the Department.*

### **Psy. 131-1 Biological Psychology**

*4 sem. hrs.*

*Prereq.: Psy. 101.*

Consideration of the ways in which behavior and experience are related to biological processes, and may be modified through physiological means. Topics include basic neuroanatomy and neurophysiology, receptor and response systems, and the biological bases of sleep and alertness, motivation, emotion, learning, and cognitive processes. Lectures and labs. *Thomas.*

### **Psy. 133-2 Experimental Psychology**

*4 sem. hrs.*

*Prereq.: Psy. 101, Mth. 108.*

An introduction to methods in the study of perception, learning, memory, and social behavior through participation in a variety of

experiments. Special attention is given to the unique requirements of human subjects. Lecture and lab. *Miller.*

**Psy. 199-1, 2 Individual Study in Psychology**  
4 sem. hrs.

*Prereq.: Psy. 101 and consent of the instructor. Members of the Department.*

**Psy. 220-1 The Psychology of Women**  
4 sem. hrs.

*Prereq.: Psy. 101 or WSt. 100.*

This course will explore the origins and implications of similarities and differences between women and men. Topics such as sex-role stereotyping, sex-role development, female personality, mental health, and sexuality will be examined, across social and cultural contexts, with the aim of developing a full understanding of the topics and assisting students in applying this knowledge to their personal and professional lives. Lectures and discussion.

*Coulopoulos.*

**Psy. 230-2 Theories of Personality** 4 sem. hrs.  
*Prereq.: Psy. 101.*

A survey of various theoretical approaches to the study of personality development and dynamics, including psychoanalytic, behaviorist, and self theories. Consideration of selected empirical work and assessment techniques.

*Gentile.*

**Psy. 231-1, 2 The Nature of Abnormal Behavior** 4 sem. hrs.

*Prereq.: Psy. 101.*

*Enrollment: normally open to juniors and seniors; others with permission.*

Exploration of the nature and dynamics of neurosis, psychosis, depression, and addiction.

Emphasis is placed on the issue of individual psychological growth and the interrelationship of normal and abnormal phenomena. Lectures and discussion.

*Castle and Members of the Department.*

**Psy. 235-1, 2 Developmental Psychology**  
4 sem. hrs.

*Prereq.: Psy. 101.*

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education.

**Psy. 236-1 Psychology of Adolescence**  
4 sem. hrs.

*Prereq.: Psy. 101.*

A systematic interpretation of adolescent development and behavior. Research and major theories compared and critically evaluated. Lectures, discussion sections, and research projects.

**Psy. 241-2 Assessment of Individual Differences** 4 sem. hrs.

*Prereq.: Psy. 101, Mth. 108.*

Study of a wide variety of tests and measurements used to assess intelligence, aptitude, achievement, and personality in clinical and counseling psychology, in education, and in business. Consideration of history and theory of these tests is complemented by discussion of practical concerns related to their selection, their administration, and their interpretation in specific contemporary settings. *Coulopoulos.*

**Psy. 243-1 Learning and Cognition**  
4 sem. hrs.

*Prereq.: Psy. 101.*

A study of the ways in which animals and humans learn, remember, communicate, and reason. Emphasis is on the role of experimental data in development and evaluation of cognitive theories. *Miller.*

**Psy. 245-2 Weight Control and Eating Disorders** 4 sem. hrs.

*Prereq.: Psy. 101.*

Study of the causes, consequences, and treatment of obesity reveals much about the biological and psychological processes which govern eating and body weight. This information, together with examination of relevant aspects of personality development, family relationships, and cultural values, leads to an understanding of the causes, consequences, and treatment of anorexia and bulimia. *Thomas.*

**Psy. 246-2 Psychology of Motivation**  
4 sem. hrs.

*Prereq.: Psy. 101.*

*Enrollment: normally open to juniors and seniors only.*

Analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes, and motives. Emphasis on current research in motivation and its theoretical implications, with particular attention to sex differences in motives and their expression. *Coulopoulos.*



**Psy. 247-1 Perception 4 sem. hrs.**

*Prereq.: Psy. 101.*

Study of the relationship between the external world and our internal representation of it, the world as we perceive it. Issues considered include the bases of accurate perception, factors contributing to perceptual distortion and disability, the dimensions and processes of consciousness, and the nature of reality. *Thomas.*

**Psy. 248-1 Social Psychology 4 sem. hrs.**

*Prereq.: Psy. 101.*

Behavior as it is influenced by other people and social situations. The study of social influence, person perception, interaction, attitude change, and group dynamics. *Gentile.*

**Psy. 250-1, 2 Independent Study in Psychology 4 sem. hrs.**

*Prereq.: Psy. 101 and consent of the instructor. Members of the Department.*

**Psy. 255-1, 2 Honors Program: Senior Thesis 4 sem. hrs.**

*Prereq.: Psy. 199 or 250 and consent of the Department.*

For candidates for honors in psychology. Includes a senior thesis and a comprehensive examination. *Members of the Department.*

**Psy. 280-1, 2 Field Work in a Psychological Setting 4 sem. hrs.**

*Prereq.: Psy. 101 and consent of the instructor. Enrollment: senior standing.*

The Department maintains special arrangements with host institutions whose staff members supervise qualified seniors in a variety of service and research settings. Activities include counseling, psychological testing, special education, interviewing, psychotherapy, and laboratory experimentation. Students are required to complete a total of eight semester hours in Psy. 280. *Couloupoulos.*

**Psy. 332-2 Research and Applications in Biopsychology 4 sem. hrs.**

*Prereq.: Psy. 131 or consent of the instructor.*

Participation as a member of a research team in all phases of a laboratory study of sleep, biological rhythms, or a related topic. Seminar discussion of current evidence regarding relevant issues, and preparation of a report for publication. *Thomas.*

**Psy. 333-1 Research in Cognitive Processes 4 sem. hrs.**

*Prereq.: Psy. 133.*

Students gain experience conducting research on questions of current interest in attention,

memory, thinking, or other areas of cognitive psychology. Discussions focus on issues of design, analysis, ethics, and written communication of research findings. *Miller.*

**[Psy. 336-1 Seminar in the Psychology of the Disturbed Child and Adolescent 4 sem. hrs.**

Not offered in 1993-94.]

*Prereq.: Psy. 235 or 236.*

Consideration of the issues concerning disturbed children and adolescents and the causes of their behaviors. Discussion of theories, research, and therapies related to these experiences. Lectures, discussion, and research projects.

**Psy. 342-2 Seminar in Clinical Psychology 4 sem. hrs.**

*Prereq.: Psy. 231 and consent of the instructor.*

*Enrollment: limited to 15 students.*

Introduction to the role of the clinician, diagnostic assessment, psychological treatment, and clinical research. Emphasis on the use of interviews and psychological tests in understanding psychopathology. Consideration of psychotherapy as a mode of treatment for disordered behavior.

**Psy. 344-1 Seminar in Freud 4 sem. hrs.**

*Prereq.: Psy. 101 and 230 or 231 with consent of the instructor.*

*Normally open to juniors and seniors only.*

Readings in Freud, including theoretical, clinical, and biographical issues. Emphasis on the evolution of Freud's thought and its relevance for the understanding of normality, e.g., dreams. Discussion and individual presentations. *Castle.*

**Psy. 348-2 Research and Application in Social Psychology 4 sem. hrs.**

*Prereq.: Psy. 101 and 248 or consent of the instructor.*

Discussion of research methods in Social Psychology and of the application of social psychological findings to various human environments. Specific topics for study and discussion will be determined in accordance with the interests and backgrounds of the students enrolled. *Gentile.*

**Psy. 349-2 Social and Emotional Development 4 sem. hrs.**

*Prereq.: Psy. 235.*

Socialization, moral development, aggression, dependency, peer interaction analyzed via cross-cultural studies, and the social class and

ethnic influences on these developments will be explored. Lectures, discussion groups, and research projects.

**Psy. 352-1, 2 History and Systems of Psychology (DWC) 4 sem. hrs.**

*Prereq.:* Psy. 101 and at least two other psychology courses.

*Enrollment:* normally open to seniors only. Consent required.

An examination of classical theoretical positions in psychology, including the relationship between psychology and philosophy. Consideration of the history of psychology as a systematic discipline in the context of modern scientific and cultural developments. *Castle, Gentile.*

**Psy. 353-1 Individual Intelligence Testing 4 sem. hrs.**

*Prereq.:* Psy. 241 and consent of the instructor.

Study of individual intelligence testing, including methods and procedures of test administration and evaluation. In addition to a valuable understanding of the rationale of various tests, students will gain experience in the administration and interpretation of the Stanford-Binet Edition IV, WAIS-R, and WISC-R. *Couloupoulos.*

## Psychobiology

**PB 290-2 Seminar in Psychobiology**

4 sem. hrs.

*Prereq.:* Consent of the instructor.

Intensive study of both long-standing issues and current developments in the interdisciplinary field of psychobiology. *Members of the Biology and Psychology Departments.*

## Faculty

**Peter Watson Castle, Ph.D.** Associate Professor of Psychology and Chair of the Department of Psychology

**Diane T. Couloupoulos, Ph.D.** Professor of Psychology

**Donald William Thomas, Ph.D.** Professor of Psychology

**Barbara F. Gentile, Ph.D.** Associate Professor of Psychology

**Benjamin O. Miller, Ph.D.** Assistant Professor of Psychology

**Diane Robbins** Staff Assistant for the Department of Psychology

*\*\*\*On sabbatical leave second semester 1993-94.*

## Department of Sociology

The sociology curriculum gives students an understanding of social behavior and social problems, as well as the skills to apply this understanding to a number of career areas. Sociology is complementary to careers in international relations, human services, government, law, journalism, and a range of other fields. Sociology also prepares students for graduate study in sociology, anthropology, and related fields, such as international relations, government, law, urban planning, and social work. One of the unusual features of the curriculum is that it encourages and provides opportunities for combining a concentration in sociology with one in another liberal arts or professional field.

### Concentration in Sociology

**Requirements.** The concentration in sociology permits each student to develop a combination of courses that derives its coherence from the topic or career area of interest to the student. Each concentrator is required to complete the courses in the Basic Core or Social Research Core described below, three other courses from one of the department's five Special Areas listed below, and eight semester hours in independent learning in sociology.

### Required Core

The concentration offers students two options in the core requirements: The Basic Core and the Social Research Core. Students who wish to gain a general knowledge of social behavior or wish to pursue a career in which sociology serves as a related field (e.g., human services, nursing, communications, management, history, international relations, etc.) will normally elect the Basic Core. Students who wish to pursue a career in social research or graduate studies in sociology will normally elect the Social Research Core. Each concentrator should discuss with her adviser which of these

two core options best suits her academic and/or career interests and aspirations.

*Basic Core* (16 semester hours)

- Soc. 101 Principles of Sociology
- Soc. 249 Inequality: Race, Class, and Gender in Comparative Settings
- Soc. 268 Application of Sociological Theory
- Soc. 269 Introduction to Social Research

*Social Research Core* (20 semester hours)

- Soc. 101 Principles of Sociology
- Soc. 249 Inequality: Race, Class and Gender in Comparative Settings
- Soc. 268 Application of Sociological Theory
- Soc. 269 Introduction to Social Research
- Soc. 369 Introduction to Social Research II  
(Prereq.: Soc. 269 and Math 108)

Soc. 101 should be completed by no later than the sophomore year; Soc. 249 by the junior or senior year; Soc. 268 and 269 by the junior year; and Soc. 369 preferably in the junior year or as soon as the prerequisites for the course have been met. The required three sociology elective courses may be taken when the appropriate prerequisite has been met and/or in consultation with the student's adviser.

**Special Areas** (12 semester hours)

1. Sociology of Third World Development
2. Social Policy
3. Sociology of Health
4. Sociology of Women
5. General Concentration in Sociology

Each Special Area contains required courses and a group of recommended courses. Following is the list of required courses for each Special Area.

1. Sociology of Third World Development
  - Soc. 267 Sociology of the World System
  - Soc. 248 Third World Societies
  - Soc. 234 The Black Experience in America
  - or
  - Soc. 247 Work and Society
2. Social Policy
  - Soc. 230 Family and Society
  - Soc. 241 Sociology of Health
  - Soc. 261 Urban Sociology
  - Soc. 262 Criminology
  - or
  - Soc. 263 Sociology of Education
  - and
  - Soc. 254 Evaluation and Policy
3. Sociology of Health
  - Soc. 241 Sociology of Health
  - Soc. 242 Death and Dying
  - Soc. 243 Women and Health: Sociological Perspectives
4. Sociology of Women
  - Soc. 210 Womanhood: A Sociological Perspective
  - Soc. 225 Women in Social Movements
  - Soc. 243 Women and Health: Sociological Perspectives
  - or
  - Soc. 230 Family and Society

5. General Concentration in Sociology  
Any three electives chosen in consultation with a Department adviser may focus on such areas as research and policy planning or international research.

In addition to these areas, one or two individual studies courses (Soc. 199) may be used to form an individualized Special Area for a student who has well-defined interests that do not correspond to any of the five Special Areas. A student may also combine any two areas when designing her concentration. In all cases, a student's program must be designed in consultation with a Department faculty member.



**Independent Learning.** During the spring semester registration period of her junior year, each concentrator, in consultation with her adviser, will design an eight-credit independent learning program for either her fall or spring semester senior year. Internships are not permitted during the summer. Double concentrators will develop integrative independent learning programs with advisers from both disciplines. The independent learning courses include Soc. 250, Independent Study in Sociology, Soc. 253, Quantitative Research in Sociology, Soc. 254, Evaluation and Policy Research, Soc. 255, Honors Thesis (see below), Soc. 270, Internship in Sociology, Soc. 280, Field Work in Sociology, and Soc. 289, Independent Research in Sociology. Interns and field work students are placed in the Greater Boston area.

**Honors Program.** Students who apply for and are admitted into the honors program in sociology may meet their independent studies requirement through Soc. 255, Honors Thesis (8 sem. hrs.).

Candidates for honors in sociology are expected to fulfill the College requirements designated on page 27. Students interested in the honors program should consult with a Department faculty member about their eligibility and application procedures. Applications are generally due at least three weeks in advance of registration for the beginning semester of the honors program. Candidates must have attained at least a grade of B in all sociology courses to be considered for the honors program.

**Double Concentrations.** The Special Areas focus of the curriculum provides and encourages several opportunities for combining a concentration in sociology with a concentration in another liberal arts or professional field.

Students interested in double concentrations should consult with a member of the sociology faculty and review the Department's suggestions for linking the Special Areas in Sociology with concen-

trations in several other departments and programs at Simmons.

## Courses

### **Soc. 101-1, 2 Principles of Sociology**

*4 sem. hrs.*

Emergence and development of sociological thought and research. An introduction to basic concepts and theoretical approaches. Applications to selected social issues in American and other societies.

### **Soc. 102-1 Cultural Anthropology**

*4 sem. hrs.*  
Human evolution and the cultural basis of society. Focus on differing cultural values, beliefs, and norms and their relationship to patterns of behavior and attitudes vis-à-vis family, community, religion, knowledge, illness, pain, aging, death, and other areas of life. Cross-cultural case studies.

### **Soc. 210-1 Womanhood: A Sociological Perspective**

*4 sem. hrs.*  
A seminar that considers the life experiences of women of different races, classes, and cultural traditions. Topics include the dynamics of patriarchy, feminist theory, the social psychology of women and of gender relationships, sexuality, and women's activism.

### **Soc. 225-2 Women in Social Movements**

*4 sem. hrs.*

A sociological examination of the roles women have played in a variety of social movements in this country and abroad. Topics include women's involvement in the reformist 19th- and 20th-century Women's Movements, American Labor Movement, and Civil Rights Movement, and the revolutionary movements in Vietnam, South Africa, and Cuba.

### **Soc. 230-1 Family and Society**

*4 sem. hrs.*  
*Prereq.: Soc. 101 or 102 or consent of the instructor. Human Services concentrators are exempted from prerequisite.*

Consideration of the American family and the problems it faces. Special attention given to stages in the family life cycle, family policy, and family interaction. Problems considered include family violence, dual-career families, divorce, and aging families. A cross-cultural perspective, including the latest research and theory.

**Soc. 234-1 The Black Experience in America** 4 sem. hrs.

*Prereq.: Soc. 101 or 102 or consent of the instructor.*

A sociological examination of the dimensions and patterns of the African American experience in historical and contemporary perspectives.

**Soc. 236-1 Complex Organizations** 4 sem. hrs.

*Prereq.: Soc. 101 or consent of the instructor.*

Complex organizations as major forms of social organization in contemporary society; problems and functions. Nature and types of complex organizations; connections between organizations and the larger social context. Internal structure of complex organizations, such as peer groups, hierarchical relations, processes of communication, management, recruitment, and control. Complex organizations and their publics: an evaluation of social effectiveness and accountability.

**Soc. 241-1 Sociology of Health** 4 sem. hrs.

Introduction to the field of medical sociology. Emphasis is on the social production of illness and a sociological understanding of health care systems. A historical and cross-cultural approach to the personal experience of illness, the health professions, and epidemiology. Special attention to contemporary health care issues, including sexism and racism, financing health care, the medicalization of American society, and alternative health care systems.

**Soc. 242-1 Death and Dying** 4 sem. hrs.

*Prereq.: Soc. 101, or 102, or 241 or consent of the instructor.*

In-depth analysis of the meanings, attitudes, rituals, and institutional practices concerning death and dying. Social-psychological components and societal practices are considered from the sociological, legal, and medical perspectives. Topics include euthanasia, dying children and adolescents, the funeral industry, the hospice movement, and the concept of "mega-death."

**Soc. 243-1 Women and Health: Sociological Perspectives** 4 sem. hrs.

*Prereq.: Soc. 101, or 102, or 241 or consent of instructor. Limited to 15 students.*

Seminar on the social and cultural factors influencing women's health. Historical analysis of sexism in the health care industry in the United States and in the Third World. Focuses on the theoretical and historical roots of institutionalized sexism relating to women both as health

care consumers and as health care providers. Selected topics include pregnancy and childbirth, women and mental health, battered women, AIDS and women, and the sexual politics of sickness.

**Soc. 247-2 Work and Society (DWC)**

4 sem. hrs.

*Prereq.: Soc. 101 or 102 or consent of the instructor. Limited to 20 students.*

Work from the perspective of social consequences for categories of people and society as a whole. Basic concepts of sociology of work. Work and social relationships in pre-modern and modern societies. Examination of such issues as contrasting social ideologies; employment security; lifestyles; work motivation and quality of working life; minorities in the workplace; work in third world nations; and the future of work and society in post-industrial and developing nations.

**Soc. 248-2 Third World Societies** 4 sem. hrs.

*Prereq.: Soc. 101 or 102 or consent of the instructor.*

Focus is on third world societies that have been colonized by European settlers who have come to think of the societies as their own, and who have excluded the native population from equal participation. Case studies will include Algeria, South Africa, and Israel/Palestine. The colonial situation, the social psychology of colonialism, and the path to violence between settlers and native populations will be analyzed. Case-study films and native guest speakers.

**Soc. 249-2 Inequality: Race, Class, and Gender in Comparative Settings** 4 sem. hrs.

*Prereq.: Soc. 101 or 102 or consent of the instructor.*

Concepts of race (including ethnicity and sectarianism), class, and gender. Emergence, functions, and consequences of class stratification, racism, and sexism in American and other societies. Development of analytical frameworks for understanding unequal status regarding race, class, and gender within national and international dimensions.

**Soc. 261-2 Urban Sociology** 4 sem. hrs.

*Prereq.: Soc. 101 or consent of the instructor.* Sociological contributions to understanding the contemporary city and selected urban issues, using Boston as an example. Focus also placed on the cross-cultural study of the development of urban communities and urban policy and planning. Field work placement in Boston.

**Soc. 262-1 Criminology 4 sem. hrs.**

A critical examination of the types and patterns of behaviors that are socially defined as criminal. Focus on major theories of criminal and deviant behavior, various cultural responses to crime, and issues of treatment, punishment, and rehabilitation.

**Soc. 263-1 Sociology of Education 4 sem. hrs.**

*Prereq.: Soc. 101. Education concentrators are exempted from prerequisite. Limited to 15 students.*

Seminar on the contributions of sociological theories and research to an understanding of the structure and functions of educational systems in contemporary society. Topics will include such areas as education and social stratification, the student subculture, the school and classroom as a social system, and the functions of higher education in industrial societies.

**Soc. 265-2 Sociology of the Mass Media 4 sem. hrs.**

Examination of sociological theories and research with bearing on the major social effects of mass media on contemporary society. Media examined as an agent of socialization, as well as a source and reflection of changing norms and values. Topics include mass media's presentation of women and minorities and issues of public access and control.

**Soc. 266-2 Sociology of Sports 4 sem. hrs.**

*Prereq.: Soc. 101 or consent of the instructor.* An examination of the diverse ways organized sports reflect and influence the values and social structures of society. Major political, economic, and social functions of sports are analyzed in historical and cross-cultural contexts. Specific topics and issues include women and sports, violence, race and sports, and the changing functions of collegiate and professional athletics.

**Soc. 267-1 Sociology of the World System 4 sem. hrs.**

*Prereq.: Soc. 101 or 102 or consent of the instructor. IR concentrators are exempted from prerequisite.*

Sociological aspects of the world system: structural and cultural variables generated by or in response to the formation of the world system; and interplay of these variables in international politics and relations. Topics to be covered: formation of the world system, nation-state competitions within world interdependence, militarism, North-South debate, emergence of

new transnational classes of multinational executives and Third World labor, minorities as transnational actors in international relations, and problems of stability and order in the changing world organization.

**Soc. 268-1 Applications of Sociological Theory 4 sem. hrs.**

*Prereq.: Soc. 101.*

Examination of main theoretical schools of thought in sociology, such as functionalism, social behaviorism, and conflict theory. Emphasis on the application of sociological theory to selected social issues and personal social behavior.

**Soc. 269-1 Introduction to Social Research I 4 sem. hrs.**

*Prereq.: Soc. 101 (Nursing students exempted from prerequisite).*

This course is an introduction to the methods and strategies used in research in the social sciences. The emphasis is on becoming a responsible consumer of social science research, and on an introduction to the logic and skills of social research methods. Emphasis is on the nature of inquiry and the relationship between theory and research. Social research ethics and an introduction to data analysis using computers in research are included. Previous courses in statistics or computers are not required.

**Soc. 300-1, 2 Seminar in Selected Topics in Sociology 4 sem. hrs.**

*Prereq.: Soc. 101 or 102 or consent of instructor.*

Each year the course offers an intensive examination of a selected topic in sociology. The topics will be announced in advance of registration.

**Soc. 369-2 Introduction to Social Research II 4 sem. hrs.**

*Prereq.: Soc. 269 and Math 108.*

This course continues the introduction to the methods and strategies used in research in the social sciences. Selected methods of research will be studied in more depth as a research project is operationalized with a focus on dealing with typical problems in the research experience. Particular emphasis is on the data gathered from a research project which will be analyzed and evaluated using the computer technology available at Simmons. Additional topics include the presentation of research results, the consequences of research, and the effects of social and political trends on the research process.



**Soc. 199-1, 2 Individual Study in Sociology**  
4 sem. hrs.

*Prereq.: consent of the instructor.*

(Does not fulfill College independent study requirement.)

## Independent Learning Program

**Soc. 250-1, 2 Independent Study in Sociology** 4 sem. hrs.

*Prereq.: consent of the Department.*

**Soc. 253-1 Quantitative Research in Sociology**

*Prereq.: consent of the Department.*

**Soc. 254-2 Evaluation and Policy Research**

*Prereq.: consent of the Department.*

**Soc. 255-0 Honors Thesis** 8 sem. hrs.

*Prereq.: consent of the Department.*

**Soc. 270-1, 2 Internship in Sociology**  
8 or 16 sem. hrs.

*Prereq.: consent of the Department.*

**Soc. 280-1, 2 Field Work in Sociology**  
4 sem. hrs.

*Prereq.: consent of the Department.*

**Soc. 289-1, 2 Independent Research in Sociology** 4 sem. hrs.

*Prereq.: consent of the Department.*

## Faculty

**Stephen D. London, Ph.D.** *Professor of Sociology and Chair of the Department of Sociology*

**Elaine Catherine Hagopian, Ph.D.** *Professor of Sociology*

**Michael Williams, Ph.D.** *Associate Professor of Sociology and Coordinator of the African American Studies Program*

**Rita Oriani** *Staff Assistant for the departments of Economics, Political Science, and Sociology*

## Interdepartmental Concentrations

### African American Studies

African American Studies investigates the historical, cultural, and intellectual achievements of people of African descent throughout the New World, but focuses on the United States. The cultural forms and social structures created by African Americans, fusing both African and European heritages, make up the essential subject matter of African American Studies.

Because of its interdisciplinary emphasis, African American Studies prepares students for a job market in which there is an increasing demand for individuals with a broad liberal arts background. Moreover, African American Studies prepares students to cope with a work world of increasing racial and ethnic diversity.

The African American Studies Program offers a choice of three courses of study:

1. A concentration in African American Studies. This course of study is for students who want to pursue a full-scale liberal arts concentration in African American Studies. Students who anticipate professional careers (e.g., law, education, or human services) or graduate study in liberal arts should consider this concentration track. The concentration requires 36 semester hours composed of the following:

- 4 semester hours AAS. 101 Introduction to Africana Studies
- 4 semester hours AAS. 102 Social and Psychological Developments of African Americans
- 4 semester hours AAS. 103 African American Intellectual History
- 8 semester hours contributing to an interdisciplinary knowledge of African American Studies, no more than 4 hours of which may be taken in any one department. Courses that count toward the satisfaction of

this requirement include: AAS. 110, AAS. 245, Art 150, Eng. 176, Eng. 177, His. 146, His. 147, His. 177, Mgt. 131, Mus. 140, Phil. 123, PolS. 215, and Soc. 234.

8 semester hours of electives.

Courses listed under the "interdisciplinary knowledge" requirement may count as electives only if they are not counted toward the satisfaction of the "interdisciplinary knowledge" requirement. Other electives are Art 151, His. 217, His. 213, PolS. 211, PolS. 242, PolS. 244, Soc. 248, Soc. 249, AAS. 250, AAS. 255, or AAS. 270.

8 semester hours AAS. 250, AAS. 255, or AAS. 270.

2. A concentration with a specialization in African American women. This course of study is for students who wish to develop sophisticated theoretical tools in order to study the complex relationships between race and gender, and to apply those tools specifically to the study of African American women. This concentration requires 36 hours composed of the following:

4 semester hours AAS. 101 Introduction to Africana Studies

4 semester hours AAS. 102 Social and Psychological Developments of African Americans

4 semester hours AAS. 103 African American Intellectual History

4 semester hours AAS. 110 African American Women

12 semester hours drawn from AAS. 245, Phl. 123, Soc. 210, Soc. 249, Wst. 204, His. 210, His. 211, and His. 215, at least 4 semester hours of which should be Wst. 204 or Soc. 210 or His. 215.

8 semester hours AAS. 250, AAS. 255, or AAS. 270.

3. A double concentration. This is available for students who wish to pursue African American Studies in conjunction with another subject area. African American Studies complements study in both other liberal arts and the preprofessional

fields. The double concentration requires 24 semester hours in African American Studies distributed as follows:

4 semester hours AAS. 101 Introduction to Africana Studies

4 semester hours AAS. 102 Social and Psychological Development of African Americans

8 semester hours contributing to an interdisciplinary knowledge of African American Studies, no more than 4 hours of which may be taken in any one department. Courses that satisfy this requirement include: AAS. 110, AAS. 245, Art 150, Eng. 176, Eng. 177, His. 177, His. 210, His. 211, Mgt. 131, Mus. 140, Phl. 123, PolS. 215, and Soc. 234.

4 semester hours AAS. 250, AAS. 255, or AAS. 270.

## Core Courses

### **AAS. 101-1 Introduction to Africana Studies** *4 sem. hrs.*

A survey of this relatively new interdisciplinary field of study. The course is designed to introduce students to the study of peoples of African descent with the use of analytical tools that are derived from and/or applicable to those experiences. Provides a critical examination of those concepts, theories, methodologies, and models of inquiry of the traditional disciplines which have suffered from Eurocentric biases in their treatment of the African World experience. The three major core areas of the course include: historical studies, social and behavioral studies, and cultural studies. *Williams.*

### **AAS. 102-2 Social and Psychological Development of African Americans** *4 sem. hrs.*

Various psychological and social issues relevant to the experience of being black in America today. The focus of the first half of the course will be on current theory and research pertaining to the psychological development of black children, adolescents, and adults. Topics will include educational achievement, sex role differences, and the development of gender and ethnic identities. The second half of the course will examine traditional African American institutions, especially the church. This course will be of particular interest to social scientists and to education, health care, and human services providers. *Ward.*

**AAS. 103-2 African American Intellectual History 4 sem. hrs.**

A survey of African American thought from the nineteenth century to the present. Topics will include the DuBois-Washington debate, Ida B. Wells' analysis of lynching, the philosophical foundations of Locke's cultural pluralism. Garveyism, the political justifications of Black Power, the concept of a black aesthetic, the new formalist criticism of African American literature, contemporary black feminism, and recent disputes between black neoconservatives and their critics. *Members of the Department.*

**AAS. 110-1 African American Women 4 sem. hrs.**

Emphasis on a sociological perspective that explores the intersection of biography, history, and the social structure in the lives of African American women of various geographic and class backgrounds. Topics include economic status and work, artistic creativity, family roles and sexuality, and social activism.

**AAS. 245-2 Seminar in Selected Topics in African American Studies**

Each year the course offers an intense examination of a selected topic in African American Studies. The topic will be announced in advance of registration. *Williams.*

**AAS. 250-1, 2 Independent Study 4 sem. hrs.**  
*Prereq.: consent of the instructor.*

**AAS. 255 Senior Thesis 8 sem. hrs.**  
*Prereq.: consent of the instructor.*

**AAS. 270 Internship 8 sem. hrs.**  
*Prereq.: consent of the AAS. coordinator.*  
Internship in a legislative, administrative, or direct services agency that addresses issues relevant to the lives of black Americans.

**Related Courses**

Art 150	African American Art
Art 151	African Art: 3000 B.C. to the Present
Eng. 176	Black Fiction in America
Eng. 177	Modern American Black Drama
His. 177	African Roots of American History
His. 217	South Africa: The Struggle for Black Liberation
His. 210	The African American Experience from Colonial Times to Reconstruction

His. 211	The African American Experience from Reconstruction to the 1980s
His. 213	Race and Society
Mgt. 131	Cultural Diversity in the Workplace
Mus. 226	Explorations in African American Music
Phl. 123	Philosophy of Race and Gender
PolS. 211	The Politics of Cities
PolS. 215	The Politics of Race and Ethnicity
PolS. 242	Government and Politics of Africa
PolS. 244	Political Development
Soc. 234	The Black Experience in America
Soc. 248	Third World Societies
Soc. 249	Inequality: Race, Class, and Gender in Comparative Settings

**Michael Williams, Ph.D.** *Coordinator of the African American Studies Program*

**International Relations**

The concentration in international relations at Simmons is interdisciplinary, and seeks to impart to students an understanding of the political, economic, social, and cultural relations among states. Such an understanding is critical in today's world, and can support a variety of career options.

The concentration consists mainly, but not exclusively, of courses in international politics, international economics, diplomatic history, and sociology. These courses are followed in the senior year by a final integrative seminar, and, if the student chooses, an internship or independent study. Students have interned at such places as the World Affairs Council, the United Nations Association, Amnesty International, the International Business Center, BayBanks International, the offices of U.S. senators, Grassroots International, and other organizations involved in international relations.



Although students are not required to take advanced courses in a foreign language, at least one course above the intermediate level is strongly recommended.

The International Relations Steering Committee is composed of five faculty members from the departments of Economics, Foreign Languages and Literatures, History, Political Science, and Sociology. Each faculty member is available for advising and supervising internships, independent studies, and honors theses.

## Requirements

### Core Courses

PolS. 102	Introduction to International Politics
PolS. 220	International Organization and Law
His. 227	Europe in the 19th Century
His. 228	Europe in the World of the 20th Century
Eco. 216	Economic Development
or	
Eco. 218	International Economics
Soc. 267	Sociology of the World System
IR 290	Senior Seminar

**Prerequisites.** For Eco. 216 or 218: Eco. 100 and 101.

**Electives.** One course from each of the three following lists:

**Third World List:** This category includes courses whose main objective is to familiarize students with Third World cultural beliefs and values, structural features, and historical social dynamics that are salient to understanding the processes and practices of their international relations.

Eco. 214	Women and International Development
Eco. 216	Economic Development
His. 178	The Rise of Modern China

His. 179	Topics in Latin American History: Central America and the Caribbean
Ntr. 150	Contemporary Issues in International Food Planning
PolS. 221	The Arab-Israeli Conflict
PolS. 241	Latin American Politics
PolS. 242	Government and Politics of Africa
PolS. 243	Middle Eastern Politics
PolS. 244	Political Development
Soc. 248	Third World Societies
Spn. 327	Hispanic-American Cultural History
Spn. 370	The Art of Revolution
Spn. 385	Multinational Corporations: A Latin-American Perspective

**Industrial Nations List:** This category includes courses whose main objective is to familiarize students with industrial nations, their beliefs and values, structural features, and historical social dynamics that are salient to understanding the processes and practices of their international relations.

His. 201	Modern Japan
His. 203	History of Japanese Foreign Relations
His. 233	History of Russia to 1917
His. 234	History of Soviet Russia
His. 248	United States Foreign Policy from 1900 to 1945
His. 335	World Wars in the 20th Century
His. 336	The French and Russian Revolutions: Seminar
His. 348	The Recent Past in America: 1945 to the Present: Seminar
PolS. 101	Introduction to American Politics
PolS. 212	The American Congress
PolS. 216	The American Presidency
PolS. 222	The Making of American Foreign Policy
PolS. 240	Post-Soviet Politics
PolS. 246	Politics of Western Europe
Spn. 325	Spanish Civilization

## Comparative and International Issues

**List:** This category includes course offerings whose main objective is to familiarize students with the structure and processes of national and international political and economic issues that affect international relations.

- Eco. 216 Economic Development  
Eco. 218 International Economics  
Eco. 219 Comparative Economic Systems  
His. 249 The Cold War and the Arms Race  
His. 337 History of European Cooperation: Seminar  
IR 150 Special Topics in International Relations  
PolS. 104 Introduction to Comparative Politics  
PolS. 246 Politics of Western Europe  
PolS. 321 Special Topics in International Relations  
PolS. 341 Special Topics in Comparative Politics  
Soc. 249 Inequality: Race, Class, and Gender in Comparative Settings  
Soc. 300 Seminar in Selected Topics in Sociology (depending on topic)

## Honors in International Relations

An honors program is offered to qualified students who fulfill the College requirements designated on page 28, and who maintain at least a B average in all required courses. A student wishing to write an honors thesis must submit a proposal to the International Relations Steering Committee for approval in the spring semester of her junior year.

## Courses

### IR 150-2 Special Topics in International Relations 4 sem. hrs.

Each year the course reflects the interests and experiences of the current Warburg Professor of International Relations. *Crigler.*

### IR 250-1, 2 Independent Study 4 sem. hrs. *Members of the International Relations Steering Committee.*

### IR 255-1, 2 Directed Study: Honors Thesis 8 sem. hrs. (4 sem. hrs. for two semesters) Required for honors candidates in international relations. Includes a senior thesis and an oral defense with members of the International Relations Steering Committee. *Members of the International Relations Steering Committee.*

### IR 270-1, 2 Internship 8 or 16 sem. hrs. For international relations concentrators who wish to engage in a supervised on-the-job experience in an organization dealing with international relations. Contingent upon the student's record and interests, the Steering Committee tries to place all interested concentrators in an appropriate internship. Internships are not permitted in the summer.

### IR 280-1, 2 Field Work 4 sem. hrs. Similar to an internship, but requires a slightly different emphasis and a shorter commitment of time. *Members of the International Relations Steering Committee.*

### IR 290-1 Senior Seminar 4 sem. hrs. The senior seminar attempts to integrate knowledge students have derived from their required courses in the concentration, and will address a different topic each year.

**Deborah Nutter Miner, Ph.D.** *Coordinator of the International Relations Program*  
**Trusten Frank Crigler, B.A.** *Joan M. and James P. Warburg Professor of International Relations and former Ambassador to Somalia and Rwanda*  
**Fern Kurland** *Staff Assistant for the Program in International Relations*

## Steering Committee

**Deborah Nutter Miner, Ph.D.** *Chair*  
**Trusten Frank Crigler, B.A.**  
**Carole Biewener, Ph.D.**  
**Elaine Catherine Hagopian, Ph.D.**  
**Raquel Halty Pfaff, Ph.D.**

## Women's Studies

The Women's Studies Program provides opportunities for the academic study of women and society. The program offers its own women's studies courses, and has identified a wide range of courses in other departments and programs that deal with women's issues.

In addition to the independent concentration, students may also develop double concentrations with cooperating departments and programs, such as African American Studies, American Studies, Communications, Economics, English, History, Human Services, Management, Nursing, Philosophy, Political Science, Psychology, and Sociology. Combined or alone, Women's Studies concentrations have led to careers in management, law, counseling, education, library, museum or archival work, health care, writing, publishing, and the media.

Women's Studies courses, whether taken as part of the concentration or to enrich another discipline, invite students to understand past and present experiences in order to prepare for challenges in their careers, families, and communities.

**Requirements.** 36 semester hours to be taken as follows:

1. eight semester hours in WSt. 100: Introduction to WSt. (or equivalent) and WSt. 204: Feminist Theory.
2. four semester hours in a racial/ethnic awareness course (AAS. 110, Spn. 390, or equivalent).
3. 16 semester hours of WSt. courses: three must be from core list; one may be from related list.
4. eight semester hours of advanced work, to include WSt. 300. Other advanced courses are WSt. 250, 255, 270, Eng. 357, and His. 316.

## Courses

### **WSt. 100-1 Issues in Women's Studies**

*4 sem. hrs.*

Examines the position of women in society and introduces an interdisciplinary approach to the study of women. Analyzes differing theories of women's oppression, considers justifications for current feminist demands, and keeps in mind the relationship between theoretical issues and personal concerns. Resources include articles, interviews, films, and guest speakers. *Raymond.*

### **WSt. 204-2 Feminist Theory** *4 sem. hrs.*

*Prereq.: WSt. 100 or equivalent.*

Examines the development and current manifestations of competing feminist views, including liberal, racial and Marxist feminism; as well as more recent feminist writing from psychoanalysis, postmodernism, and women of color. Students keep a reading journal and write a final paper. *Staff.*

### **WSt. 250-1, 2 Independent Study** *4 sem. hrs.*

*Prereq.: consent of the instructor.*

Several faculty members are prepared to supervise independent projects that students wish to undertake in the area of women's studies.

Note: Two independent studies meet the College's requirement of eight semester hours of independent learning.

### **WSt. 255-2 Directed Study: Senior Thesis**

*4 sem. hrs.*

*Prereq.: WSt. 250 and consent of the Women's Studies Advisory Committee.*

Includes a senior thesis advised by members of the Women's Studies Advisory Committee and an oral examination. Honors awarded by committee decision. *Members of the Advisory Committee.*

### **WSt. 270-1, 2 Internship** *8 sem. hrs.*

There are a number of agencies in the Boston area whose work relates closely to women and women's issues in such fields as health care, education, law, etc. Internship arrangements can be made with an appropriate agency by contacting the coordinator. Such field opportunities may take advantage of a student's area of expertise, as well as her awareness about women's concerns. Internships are not permitted in the summer.

### **[Women's Studies 300-2 Special Topics**

**Seminar** *4 sem. hrs.* Not offered in 1993-94.]

*Prereq.: WSt. 100 or consent of the instructor.*

Provides a forum for advanced students in Women's Studies and related disciplines.



### Core Courses

Amer. St. 286	American Women Writers: 1890-1990
AAS. 110	African American Women
Art 248	A History of Women Artists
Eco. 214	Women and International Development
Eng. 193	Women in Literature
Eng. 198	Studies in Film: Women in Film
Eng. 357	Masterworks of English Fiction: 20th-Century Women Novelists from England and the Commonwealth
His. 215	Women in American History: 1600-1900
His. 216	20th-Century American Women
His. 316	Women and Work in 20th-Century America
His. 330	Seminar in Women's History
HSv. 137	Growth and Change in Individuals and Families
Mgt. 221	Managing the Pluralistic Workforce: Individual and Organizational Career Management for Women
Phl. 123	Philosophy of Race and Gender
Phl. 240	Advanced Comparative Religion: Women and Spirituality
PolS. 219	Gender and Politics
Psy. 220	The Psychology of Women
Soc. 210	Womanhood: A Sociological Perspective
Soc. 225	Women in Social Movements
Soc. 243	Women and Health: Sociological Perspectives
Spn. 390	Hispanic Women in the United States

### Related Courses

Amer. St. 285	Early American Autobiographies, 1600-1860
Eco. 246	Economics of Labor (DWC)
Eng. 143	The English Novel Through Dickens
Eng. 178	Multicultural Themes in Modern American Literature
Eng. 351	Problems in Romantic Literature: The Romantic Rebel
His. 204	Men and Women in Japanese History
His. 219	History of the Family
HSv. 231	The Family, Public Policy, and Social Agencies
Nur. 223	Childbearing: Becoming a Mother (Women's Health: The Reproductive Years)
Phl. 131	Ethics and the Helping Professions
Psy. 135	Developmental Psychology
Psy. 236	The Psychology of Adolescence
Psy. 245	Weight Control and Eating Disorders
Psy. 246	Psychology of Motivation
Psy. 349	Social and Emotional Development
Soc. 230	Family and Society
Soc. 249	Inequality: Race, Class, and Gender in Comparative Settings
Spn. 370	Art of Revolution: Gender and National Liberation in Latin American Literature
Spn. 387	Latin American Women Writers (given in Spanish)

**Pamela Starr Bromberg, Ph.D.** *Coordinator of the Women's Studies Program*

## Other Programs

### Prelaw School Preparation

Although there is no specific prelaw curriculum, a strong foundation in the liberal arts, with emphasis on such subjects as English language and literature, political science, history, or economics is highly recommended. The Association of American Law Schools believes that prelaw education should aim for verbal comprehension and expression, critical understanding of the human institutions and values with which the law deals, and analytical thinking. Virtually any undergraduate major in the liberal arts and sciences may be designed to meet these goals.

The Prelaw Adviser assists students with program planning and with the application process. Students intending to go to law school directly after graduation should register with the Prelaw Adviser by the end of their junior year.

### Premedical, Dental, and Veterinary School Preparation

Undergraduate preparation for medical, dental, or veterinary school should include a strong foundation in the natural sciences and a background in the social sciences and humanities. These schools prefer students with a broad undergraduate education; admission requirements can be fulfilled within the context of almost any liberal arts or science concentration at Simmons.

In order to prepare for the required aptitude tests, which are normally taken at the end of the junior year if a student wishes to enter professional school in the year following graduation, students should plan an academic program that will allow them to complete the following courses by that time:

Bio. 113, 115

Chm. 113 (or Chm. 111), 114, 125, 126

Phy. 112, 113 (or Phy. 110, 111).

Completing one year of calculus, one year of social sciences, and additional courses that develop reading and writing skills will provide an educational back-

ground that should meet the most stringent graduate school requirements.

The Premedical Advisers, James Piper and Karen Talentino, assist students with program planning and with the application process. Students should register with one of them by the end of the freshman year.

### Double Degree Program in Chemistry and Pharmacy

A five-and-a-half-year program leading to baccalaureate degrees in both chemistry and pharmacy is described on page 46. Students interested in the program should consult the Chair of the Chemistry Department during freshman orientation to insure proper course selection.

### Hebrew College

Courses in Hebraic language and literature, history, philosophy, and sociology may be elected for credit by qualified students.

Under the provisions of an interinstitutional agreement between Hebrew College and Simmons College, duly enrolled students at Simmons College may elect to include in their programs, for full credit, any courses normally offered by Hebrew College, subject to certain conditions, the details of which should be obtained from the Registrar. **Students should be aware that the academic calendar of Hebrew College may differ significantly from the Simmons College calendar.** A Simmons student desiring to pursue a course or degree program at Hebrew College must be recommended to the Registrar by her adviser or department chairman. The student will then be referred to Hebrew College, which reserves the right to determine whether the prerequisites for the course or program in question have been met and whether the student is fully qualified to pursue the course(s) elected.

The student enrolled in a double-degree program at Simmons College and Hebrew College must satisfactorily complete a total of 160 semester hours of academic work, of which no fewer than 64 semester hours may be taken at either

institution over a period of no less than five years. A student wishing to enroll in more than 20 semester hours of academic work in any semester must have approval of the Administrative Board prior to the beginning of that semester. A student intending to pursue the double degree must file her plan of study with the Registrar no later than the close of the second semester of her sophomore year.

## Graduate Programs

Graduate education has been offered at Simmons since the founding of the College. This year, more than 1,700 graduate students are enrolled in programs leading to the master's degree in library and information science, social work, management, nursing, education, Spanish, French, English, liberal studies, communications management, health care administration, children's literature, and physical therapy. Doctoral programs are also offered in the Graduate School of Library and Information Science and in the School of Social Work. All graduate programs are coeducational, although the master's program in management is specifically designed to meet the needs of women. The graduate programs publish brochures or bulletins of information that are available through the individual admission offices. For application dates, admission procedures, entry dates, and full-time and part-time study options, consult the individual program bulletins.

General requirements for all master's programs are listed below. Under these broad stipulations, the programs vary somewhat in the time limits within which work must be completed and the number of semester hours required for the degree. Grading systems differ from program to program.

Applications and catalogs for the Graduate School for Health Studies, which includes the master's programs in health care administration, nursing, and physical therapy, as well as the Post-Baccalaureate Nutrition Preprofessional

Practice Program (AP4), can be obtained by writing to

Admissions Office  
Graduate School for Health Studies  
Simmons College  
300 The Fenway  
Boston, MA 02115.

Applications and catalogs for the Graduate School of Library and Information Science can be obtained by writing to

Director of Admissions  
Graduate School of Library  
and Information Science  
Simmons College  
300 The Fenway  
Boston, MA 02115.

Applications and catalogs for the Graduate School of Management can be obtained by writing to

Director of Admissions  
Graduate School of Management  
Simmons College  
409 Commonwealth Avenue  
Boston, MA 02215.

Applications and catalogs for the School of Social Work can be obtained by writing to

Admissions Office  
Simmons College School of  
Social Work  
51 Commonwealth Avenue  
Boston, MA 02116.

Applications and publications for the following programs can be obtained by writing to Graduate Studies Admissions, Simmons College, 300 The Fenway, Boston, MA 02115.

Graduate Program in Children's Literature  
Graduate Program in Communications  
Management

Graduate Programs in English  
Graduate Program in French  
Graduate Program in Liberal Studies  
Graduate Programs in Special Needs  
Graduate Program in Spanish  
Master of Arts in Teaching Program  
Master of Arts in Teaching English as a  
Second Language Program



Information about dual degree programs in Unified Media Studies and Archives Management/History is available from the Graduate School of Library and Information Science (see address above).

### **The Degrees of Master of Arts, Master of Philosophy, Master of Arts in Teaching, Master of Science, Master of Social Work, and Master of Business Administration**

The conditions for obtaining the master's degree are as follows:

1. The candidate for the master's degree must usually hold the baccalaureate degree from an accredited institution.
2. The candidate must offer evidence of satisfactory completion of courses that are required for entry into a program.
3. A satisfactory grade point average, as stipulated by individual graduate-level programs, is required. Both the School of Social Work and the Graduate School of Management define their own satisfactory grade point average. All other graduate programs require a B (3.0) average for satisfactory progress toward the degree.
4. The courses elected must be approved by the school or program adviser.
5. Program requirements vary. Part-time study is possible in all graduate programs, and each program sets a reasonable time limit in which requirements for the degree must be completed. The fulfillment of all requirements for the master's degree must demonstrate the candidate's ability to meet high standards. It is understood that a student's connection with the College can be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

Students wishing to withdraw from the College or take a leave of absence must notify the appropriate program or school and the Registrar by completing the proper forms. Financial aid recipients

should also notify the Office of Student Financial Aid.

**The Degrees of Doctor of Arts and Doctor of Philosophy in Social Work**  
For information on the Graduate School of Library and Information Science's Doctor of Arts Program for library administrators, see page 178. For information on the School of Social Work's Doctor of Philosophy in Social Work Program, see page 185.

### **Diplomas**

Diplomas are granted to students who successfully complete the one-year programs in management or communications, and who receive a quality rating similar to that required for the baccalaureate degree. Information about these programs can be found in the course description section of this catalog under the appropriate undergraduate department.

### **Summer Courses**

Summer courses for graduate students are offered by many of the graduate schools and programs. Please consult with the school or program office for more information.

### **Student Standing**

Each student's academic standing is monitored by the program or school in which he or she is enrolled. Issues regarding student standing, when not resolved at the program level, are taken by the student to the Graduate Studies Committee through the Dean of Graduate Studies.

### **Registration and Financial Information**

General College policies, procedures, and charges regarding registration and financial matters are described on page 20. All students are responsible for being familiar with the regulations of the College. Students are urged to complete payment in full by the due dates of August 15 for the first semester and

December 27 for the second semester.

The College refund policy is described on page 22 of this catalog. Special programs and courses of instruction may have variations or additional stipulations affecting certain policies and special fees.

### **Fees for Graduate Division and Post-Baccalaureate Programs**

Following is a schedule of fees for graduate divisions and for post-baccalaureate programs:

#### *Application Fee*

Master's Programs . . . . .	\$25
Doctor of Arts Programs . . . . .	\$25

#### *Tuition Fees, per semester hour*

Graduate School for Health Studies . . . . .	\$478
Graduate School of Library and Information Science . . . .	\$478
Graduate School of Management . . . . .	\$534
Graduate School of Social Work . . . . .	\$466
Graduate Studies Programs . . . .	\$478

#### *Summer Program Fees, per semester hour (1993)*

Graduate School for Health Studies . . . . .	\$452
Graduate School of Library and Information Science . . . .	\$452
Graduate School of Management .	\$504
Graduate Studies Programs . . . .	\$452

#### *Student Activity Fee, per semester and summer session*

Graduate School for Health Studies . . . . .	\$20
Graduate School of Library and Information Science . . . . .	\$10
Graduate School of Management . . . . .	\$25
Graduate School of Social Work . . . . .	\$5
Graduate Studies Programs . . . .	\$10

#### *Social Work Field Work Fee, per semester . . . . . \$10* (required of all social work students enrolled in field work)

#### *Graduation Fee*

Doctor of Arts Degree . . . . .	\$75*
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\*Includes appropriate doctoral hood.

*Graduate Residence (optional) . . \$7,526*  
(room and board, two semesters)

#### *Health Fee*

The services of the Health Center are available (during the undergraduate calendar year) to all graduate students upon payment of the Health Fee, provided written notification of intention is sent to the Comptroller's Office before September 1 by those students who wish to avail themselves of the Health Center services. The Health Fee is required of all graduate students living in residence halls. . . . . \$338

For information concerning registration and financial matters, please see page 20.

### **Financial Aid**

The Office of Student Financial Aid administers federal, state, and institutionally funded financial aid programs to eligible students. This funding may make a Simmons education available to students who are unable to finance costs entirely on their own. Financial assistance for qualified full- and part-time graduate students is available primarily in the form of grants, loans, scholarships, and Federal Work-Study employment, although fellowships and assistantships are offered in some programs. The type and amount of aid vary according to the program of study.

### **Center for the Study of Children's Literature**

#### **The Master of Arts in Children's Literature Program**

This program provides specialized study in children's literature to students who are, or who intend to be, involved in teaching, library work, editing, publishing, or affiliated fields. A complete

description of the program and courses is available from the Center.

Admission to the Master of Arts in Children's Literature Program requires a baccalaureate degree from an accredited college, preferably with a major in English and American and/or comparative literature. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done substantial work in English. Candidates should submit with their application a statement of purpose in seeking the degree and the results of the Miller Analogies Test or the Graduate Record Examination or, if foreign students, the TOEFL results. Although an interview is not required, it is strongly recommended. Students usually begin the program in the summer of an institute year or in the fall semester, but will be accepted in January on a full- or part-time basis. Providing space is available, nondegree and degree candidates in other fields will be admitted to courses. Part-time students must agree to complete the degree requirements within three years of registration as degree candidates. A maximum of four semester hours of transfer credit will be allowed toward the degree. All inquiries should be addressed to the Center for the Study of Children's Literature, Simmons College, 300 The Fenway, Boston, MA 02115.

**Degree Requirements.** Thirty-six credits are required for the degree, which can be completed in one academic year and one summer. A candidate for the degree can elect to write a thesis or a project as a part of an independent-tutorial during the final semester. The thesis can be a monograph, an essay, or a bibliographic compilation. It should have a scholarly orientation. The project can be in the area of curriculum development or literature education. It should have practical application in the candidate's professional work and represent a model for use by others.

The Administrative Committee wishes

to assume that students, upon completion of the degree program, will be able to demonstrate the confidence that comes with a general acquaintance with literature, as well as experience in children's literature. With this in mind, the committee expects that two of the nine courses required for the degree be taken in general literature by candidates who do not have substantial undergraduate course work in literature. The specific courses must be taken at Simmons College and will be determined following discussion between the student and his or her adviser.

Access to the literature of at least one other language is central to the concerns of the field of literature for children. Demonstration of a proficiency in a second language is strongly advised for all candidates, and, in particular, for those who intend to pursue further graduate work, college teaching, and research.

**Course Requirements.** Courses in children's literature are open to graduate students who have been admitted to the Children's Literature Program administered by the Center for the Study of Children's Literature. Graduate students may also enroll on a single-course or institute basis. Graduate students in other fields may enroll with the permission of their school or department. Undergraduate students may enroll under the regulations prescribed by the College. All courses carry four semester hours. Please contact the Center for the Study of Children's Literature for course descriptions.

Edu. 366	Children's Literature (see page 66)
ChL. 401	Criticism of Literature for Children
ChL. 403	The Picturebook
ChL. 404	Poetry for Young Readers
ChL. 411	Victorian Children's Literature
ChL. 412	History of American Children's Literature
ChL. 413	Contemporary Realistic Fiction
ChL. 414	Fantasy and Science Fiction
ChL. 415	Exploring the World of the New Reader



- ChL. 416 Modern British Fiction for Young People
- ChL. 417 Canadian Children's Literature
- ChL. 418 Australian Children's Literature
- ChL. 420 Project-Thesis Tutorial
- ChL. 421 History of Children's Book Publishing
- ChL. 425 Origins of Story: Myth, Legend, and Folklore
- ChL. 426 The Adolescent in Fiction
- ChL. 430 Writing for Children
- ChL. 432 Response to Literature
- ChL. 433 Shared Inquiry: The Adult, the Child, the Book
- ChL. 434 Children and Books: Exploring the Possibilities
- ChL. 435 Contemporary Considerations
- ChL. 450 Independent Study
- ChL. 470 Summer Institute in Children's Literature

**Susan P. Bloom, M.A.** *Director of the Center for the Study of Children's Literature*

**Cathryn M. Mercier, M.A.** *Associate Director*

**Evelyn M. Perry, B.A.** *Staff Assistant*

## Department of Communications

### The Master of Science Program in Communications Management

The Master of Science Program in Communications Management, which emphasizes applied courses and organizational processes, is designed primarily for people who have had communications experience. The curriculum has been planned for those who need advanced work if they are to move up in their organizations and assume new responsibilities, duties, and functions.

**Degree Requirements.** Candidates for the degree must satisfactorily complete a minimum of 36 semester hours within three calendar years. This requirement includes four hours of thesis or graduate project credit, and the required core courses: Emerging Communications Technologies, Communications in the Modern Organization, The Language of Business, Communicating Across Cultures, four electives, and a comprehensive examination. Electives are chosen from courses that deal with the new applications areas in communications and with the management of communications functions within organizations.

All courses are four semester hours. Course descriptions may be found in the Master of Science Program in Communications Management brochure.

- Com. 401 Government Relations
- Com. 420 The Business Press
- Com. 422 The Manager as a Communicator: Writing
- Com. 424 Public Relations for Profit and Nonprofit Organizations
- Com. 432 Public Opinion and Attitude Research: Quantitative
- Com. 433 Public Opinion and Attitude Research: Qualitative
- Com. 438 Advanced Writing Seminar
- Com. 439 Managing and Marketing of Profit and Nonprofit Organizations
- Com. 441 Graphic Production Management
- Com. 442 Emerging Communications Technologies
- Com. 446 Seminar in Graphic Design
- Com. 450 Independent Study
- Com. 452 Direct Marketing
- Com. 453 Strategic Marketing Planning
- Com. 460 Financial and Investor Relations
- Com. 462 The Language of Business
- Com. 465 Issues Management
- Com. 472 Marketing Communications
- Com. 474 Speechwriting and Oral Presentation
- Com. 475 Communication Trends
- Com. 481 Managing Communications in the Modern Organization
- Com. 482 Fund Raising and Development
- Com. 483 Legal and Ethical Issues in Communications
- Com. 485 Communicating Across Cultures
- Com. 486 Corporate Video
- Com. 500 Thesis/or Special Project

**Admission.** Candidates will be required to submit a) an official transcript from the institution granting their baccalaureate degree and any other schools attended since high school graduation, and b) three letters of recommendation, and take either the GRE or Miller Analogy exam. Up to eight semester hours of transfer credit for graduate study else-

where may be applied toward the degree (and toward waiving the GRE or Miller Analogy) when that work is judged to be appropriate to the candidates' program. Transfer credit must be presented upon application.

Individuals may take up to two courses in this program before formally applying for degree candidacy.

Inquiries should be addressed to:  
Graduate Program in Communications Management, Simmons College, 300 The Fenway, Boston, MA 02115, or call (617) 738-2261.

**Leslie P. Hitch, M.B.A.** *Director of the Graduate Program in Communications Management*  
**Bonnie McAlley, B.A.** *Program Coordinator*  
**Katherine Smoley, B.A.** *Staff Assistant*

## Department of Education and Human Services

### Graduate Teacher Preparation Programs

Simmons College offers seven graduate-level teacher preparation programs:

1. Master of Arts in Teaching (MAT)  
Elementary (grades 1-6)  
Middle/High School (grades 5-9 or 9-12) in specific subjects:  
English      History  
French      Social Studies  
Spanish      Biology  
Mathematics  
Options within the MAT Program include internship programs and the British Primary School Teaching Experience.
2. Master of Arts in Teaching  
English as a Second Language (MATESL) (grades 5-12)
3. Master of Science in Education/  
Master of Science in Library Science  
Dual degree/dual certification program leading to certification both as a teacher and as a Unified Media Specialist

4. Master of Science in Education—  
Moderate Special Needs (grades N-9, 5-12)
5. Master of Science in Education—  
Severe Special Needs Grades N-12
6. Master of Science in Education—  
Integration Specialist, Special Needs Degree Program
7. Teaching certificate programs without the master's degree:
  - a. Certification for certified teachers who wish to teach at a different grade level
  - b. Certification for students who already hold a master's degree

See the program brochures for course descriptions and sequence of courses.

### Master of Arts in Teaching (MAT) Program

The MAT is a program of 36 semester hours, specifically designed for candidates who have strong backgrounds in the liberal arts/sciences but no prior teaching experience. It is dedicated to the proposition that all children can learn and have a right to be taught in ways that enable them to learn. All MAT candidates receive preparation for teaching by studying the cultural and historical foundations of the school in the American society, and developmental psychology as it is applied to teaching/learning situations, especially those involving a diverse student population. Students also study the curriculum, materials, and methods of teaching necessary for the grade level and subject(s) they will teach. Extensive field work and supervised student teaching in schools complete the program. Part-time candidates should work closely with the Director to plan their program appropriately. Candidates preparing to teach in elementary or middle schools can take advantage of the offerings of the Center for the Study of Children's Literature at Simmons College.

At the elementary level, candidates must present evidence of general familiarity with the subjects taught in the elementary schools, i.e., literature, science, mathematics, art, music, and social stud-

ies. They must also have a minor or the equivalent in one of these areas.

At the middle or high school levels, candidates must have a college major in the subject they plan to teach, or provide documentation of sufficient courses or other experiences which will meet State Regulations governing teachers' academic backgrounds. The Director advises candidates as to their compliance with the Regulations.

Additional options for MAT candidates include three internship programs—the Teaching/Learning Collaborative, the CASE Collaborative, and the Andover Program—and the British Primary School Teaching Experience. For further information, consult the Program Director.

**Lynda Johnson**, *Director of the Master of Arts in Teaching Program*

### **Master of Arts in Teaching English as a Second Language (MATESL)**

This program of 36 semester hours is designed for candidates who wish to teach English as a second language in middle or high schools (grades 5-12), in industrial settings, or in adult education programs. Candidates for admission must provide evidence of competence in a second language at or above the intermediate level. Admitted students must also have completed course work in educational, developmental, or adolescent psychology (or take Edu. 445, Educational Psychology, concurrently) as well as in English and American literature prior to beginning the program. Part-time candidates and candidates for ESL certification only (no master's degree) work out a program of study individually with the Program Director.

**Jenifer Burckett-Picker**, *Director of the Master of Arts in Teaching English as a Second Language Program*

### **Master of Science in Education/Master of Science in Library Science Dual Degree and Certificate Program (Unified Media Specialist)**

This program provides candidates with the credits and required school experi-

ences to be certified both as teachers and as Unified Media Specialists. It also provides sufficient study for two master's degrees, one in education and one in library science. Interested candidates should consult the UMS Program Director in the School of Library and Information Science, and the M.S. in Education Program Director in the Department of Education for specific advice and planning.

### **Admission to MAT, MATESL, Dual Degree Program or Non-Degree Programs**

The applicant must have a baccalaureate degree from an accredited college. The undergraduate record must give evidence of strong academic achievement. Recommendations, an interview, and other documentation are required. Students must maintain a 3.0 grade point average as well as receiving departmental approval for admission to student teaching. Inquiries should be addressed to: Department of Education, 300 The Fenway, Boston, MA 02115 or call (617) 738-2157.

### **Master of Science in Education Moderate Special Needs**

The Moderate Special Needs Program (N-9, 5-12) is designed for men and women who already have a regular education teaching certificate. Traditionally, students with moderate special needs have received educational services within resource rooms or substantially separate classes in public or private schools. Following the philosophy of inclusion, the 40-semester hour program prepares specialists to provide direct service to students in integrated regular education classrooms. The course work and the field work settings provide the opportunity and skills to develop effective strategies to work with children with special needs in a variety of settings. Developmental and/or adolescent psychology are prerequisite courses for this program. The typical sequence of courses for full-time students is found in the Special Needs Graduate Program Brochure.



The sequence of courses for full-time students incorporates two semesters of course work during Year I and a summer component during summer session I (May-June). During Year II, students take another semester of course work, complete research competencies, and fulfill student teaching requirements. Students who wish to complete this program in one calendar year must begin in Summer Session I and plan their program with the Director. Students who wish to take courses on a part-time basis should meet with the Program Director and develop an appropriate course sequence.

### **The Master of Science in Education Severe Special Needs**

This federally-funded program is designed to prepare teachers to work with learners with severe special needs. Graduates of the program teach in integrated regular education classes, in self-contained special education classes, or in special residential or day schools, in order to support the integration of learners with special needs into integrated classrooms, the community and the work place. Students are prepared to teach functional age-appropriate skills that range from communication, self-help skills, and social behavior, to functional curriculum, and specific job skills to learners in elementary, middle, and high school settings. Upon completion of this program, students will be eligible for certification by the Massachusetts Board of Education as Teachers of Children with Severe Special Needs (N-12).

Candidates for the degree must satisfactorily complete a minimum of 40 semester hours in either full-time or part-time study. Part-time students should plan to complete degree requirements within four years. The typical sequence of courses may be found in the Special Needs Graduate Program Brochure. Students who wish to take courses on a part-time basis should meet with the Program Director and develop an appropriate course sequence.

### **Master of Science in Education Integration Specialist**

This concentration, designed for men and women who wish to receive a graduate degree and be certified in both moderate special needs and severe special needs, requires applicants to be certified in regular education due to State Department of Education regulations. In the past few years there has been a shift in the service delivery model for students with moderate and severe special needs. Although the majority of our learners continue to be served in special classes and pull-out models, the significant trend toward educating all children in local schools in integrated settings demands qualified teachers. This program trains educational specialists in developing and implementing systems change to embrace learners with moderate/severe special needs being educated in their local schools. Developmental and/or adolescent psychology are prerequisite courses for this program. This 60-semester hour program includes two practica. The Special Needs Graduate Program Brochure contains the recommended sequence of courses.

### **One Year Internship Option for Special Needs Candidates**

The Haverhill Public Schools and the CASE Collaborative, which involves the school districts of Acton, Concord, Lincoln, and other districts west of Boston, and Simmons College offer a paid internship to students to work in a public school integrating special needs learners into regular classrooms.

### **Admission to Special Needs Programs**

Admission to a special needs program requires a baccalaureate degree from an accredited college or university and a strong undergraduate record. The applicant for admission must submit an official transcript of the undergraduate record, a statement of purpose in seeking the degree, and two letters of recommendation. During the program, a 3.0 grade average must be maintained for admission to the practica or student teaching.

Students may take courses in the special needs program on a full or a part-time basis. For most programs, students studying full time complete the program in two years, including one summer of course work. Students who wish to complete the program on a part-time basis develop an appropriate course sequence with the Program Director and must complete the program within a four year period. All courses are available in the late afternoon and/or week-end so that students may work during the day. Massachusetts certification requirements change on October 1, 1994, which may affect the programs of part-time students. Financial assistance is available. For further information and applications, contact the Department of Education, Simmons College, 300 The Fenway, Boston, MA 02115 or call (617) 738-2157.

**Elizabeth Fleming, Ed.S.,** *Director of the Graduate Programs in Special Needs*

### **Teaching Certificate Program Without the Master's Degree**

This program allows teachers to earn a second teaching certificate at a grade level (grades 1-12) different from that in which they are certified currently. Students who choose this option enroll in 8 semester hours of coursework and complete a half-practicum (6 sem. hrs.) or an internship (12 sem. hrs.) for a total of 14-20 sem. hrs. The program may be completed in two semesters. The program of study includes course work appropriate to desired second certificate and a practicum or internship.

### **Certificate Program for Candidates Holding a Master's Degree**

This program prepares certification candidates who already hold a master's degree and do not wish to earn another, in a subject area relevant to the one they plan to teach. Students in this program enroll in 16 semester hours of coursework and complete a full-time semester of student teaching, for a total of 28 sem. hrs.

## **Department of English**

### **The Master of Arts**

The master's curriculum is designed to provide one year's study that will supplement and consolidate the student's undergraduate work in literature and allow some further specialization.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women are admitted to the program on either a full- or part-time basis. The applicant for admission must submit an official transcript of the undergraduate record, and, at the request of the Department, a statement of purpose in seeking the degree, together with recommendations from three former teachers. An interview is suggested.

Students are admitted to this program in both September and January.

The program of study is individually prescribed, the student being permitted to take certain courses in subjects closely adjacent to English *provided* these courses are directly relevant to a coherent plan of graduate work. The M.A. candidate is expected to be competent in a language other than English. No master's thesis is required.

Each student entering the M.A. Program is required to take Eng. 405, Contemporary Critical Theory, unless he or she has had the equivalent.

The master's degree requires the satisfactory completion of 32 semester hours. The Department advises one course in medieval or Renaissance literature unless the student has already had such a course. The remainder of the program is elected, after consultation, from courses best adapted to the student's needs and interests.

Courses numbered in the 300's and 400's are suitable for master's candidates.

No more than eight semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree.

The length of time allowed for completion of coursework and language requirement is seven years.

The program offers a writing option. Relevant courses include: English 305, a non-fiction writing course, English 309, a creative writing course, and English 402, Seminar in the Teaching of Writing.

### **The Master of Philosophy in English**

The Master of Philosophy in English offers a year's advanced study of literature beyond the Master of Arts and provides a measure of specialization beyond that degree. Part of each student's schedule centers on some topic, area, period, or genre of personal interest, such as 20th-century American women writers, post-Colonial fiction, 19th-Century European poetry, or modernism. This focus of interest is declared upon admission to the program. This special study is done individually under the direction of a member of the Departmental faculty. Before the degree is granted, the candidate takes an oral examination in the area or topic of concentration. As in the case of the Master of Arts, the student's total curriculum is arranged after full consultation and with due attention to the needs and purposes of the candidate.

Each student entering the M.Phil. Program is required to take Eng. 405, Contemporary Critical Theory, unless he or she has had the equivalent. Courses in areas auxiliary to English are allowable *provided* they are closely relevant to a coherent plan of graduate study.

The Master of Philosophy Program ordinarily requires the previous completion of a master's degree in English as well as competence in a foreign language. Except by special consent of the Committee on Graduate Studies, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the eight semester courses (32 semester hours) necessary for the Master of Philosophy.

Men and women are admitted to the Master of Philosophy Program, and part-time study is permissible. The applicant

for admission must submit official transcripts of all previous academic records and, at the request of the Department, a statement of purpose in seeking the degree, together with three recommendations from former teachers. Students are admitted to this program at the beginning of both the fall and spring semesters.

The length of time allowed for completion of coursework and language requirement is seven years.

The program offers a writing option. Relevant courses include: English 305, a non-fiction writing course, English 309, a creative writing course, and English 402, Seminar in the Teaching of Writing.

Inquiries should be addressed to: Department of English, Simmons College, 300 The Fenway, Boston, MA 02115.

**Judith B. Wittenberg, Ph.D.** *Director of the Graduate Programs in English*

## **Department of Foreign Languages and Literatures**

### **The Master of Arts in French The Master of Arts in Spanish**

The curricula in Spanish and in French are designed to strengthen the oral and written command of Spanish or French and consolidate the student's knowledge of the cultures and literatures of the language studied. The program of study will be planned by the student, with the assistance of an assigned faculty adviser, to suit the student's particular preparation and objectives.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women will be admitted on a full- or part-time basis to the graduate programs, which require the completion of 32 semester hours, i.e., eight courses. A master's thesis is not



normally required; however, students are expected to complete a substantial research paper on a special topic in relation to one of the advanced courses. Students should plan to complete the degree requirements within four years.

It is recommended that the student elect at least five courses at the 300 level, with the remainder to be selected upon consultation with the assigned adviser from courses in related fields, such as another language taken as a minor.

One course designated a graduate seminar is to be taken from a list of courses provided (see pages 87 and 92).

Courses may be taken for graduate credit in Spanish at the Simmons in Córdoba Program or the Simmons Summer Program at the Universidad Internacional de Santander, and in French at the Simmons Summer Program at the Université d'Angers.

Applicants for admission to the Master of Arts Program must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, and three letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. This material should be received by the Director of Graduate Programs in French and Spanish by April 15 for the fall semester or by November 15 for the spring semester. Inquiries should be addressed to the Department of Foreign Languages and Literatures, Simmons College, 300 The Fenway, Boston, MA 02115.

**Raylene Ramsay, Ph.D.** *Director of the Graduate Programs in French and Spanish*

## Liberal Studies Program

### The Master of Arts in Liberal Studies

The Master's Degree Program in Liberal Studies is an interdisciplinary program designed for individuals who wish to engage in both directed and independent work on subjects not necessarily bound by the traditional disciplines. This program broadens understanding of the interrelatedness of all knowledge at the same time that it allows the student to pursue areas of specialized interest such as: American Studies, Art History/Arts Administration, Economics, History, International Relations, Multicultural Studies, Philosophy, Psychology, and Women's Studies.

Admission requires a baccalaureate degree from an accredited college or university and a solid undergraduate record. Applicants should submit an official transcript of the undergraduate record and letters of recommendation. Application deadlines are flexible, but if the student wishes to apply for financial aid, all application materials are due by November 1 for spring term admission and by March 1 for fall admission. Although an interview is not required, it is strongly advised. Eight hours of credit may be granted for graduate work done elsewhere.

Students may enroll on either a full- or part-time basis. The degree requirements should be completed within four years.

### The Liberal Studies Program

Candidates for the degree must satisfactorily complete 32 semester hours as follows:

#### **LSt. 401-1 Introduction to Liberal Studies: 20th-Century American Popular Culture** *4 sem. hrs.*

A seminar which explores the interdisciplinary nature of Liberal Studies and introduces the student to graduate-level research and writing. The underlying question is: how do our popular art forms and media reflect and influence our self-definitions and actions as Americans? Race, class, and gender are categories of analysis. Students prepare an oral report and seminar paper. *Crumppacker.*

A choice of one of the following three courses, by advisement:

**LSt. 405-2 Contemporary Critical Theory**  
*4 sem.hrs.*

This course will introduce graduate students to the concepts and practices of contemporary literary and cultural criticism. We will survey various developments of the field during the last two decades, including poststructuralist, psychoanalytic, historical materialist, and feminist theory, bringing these perspectives to bear on key literary and historical texts. Theoretical readings may include essays by Marx and Neo-Marxist critics, Freud and the new Freudians, Foucault, Barthes, and American and French feminists. *Wittenberg. See also Eng. 405, Frn. 405, and Spn. 405.*

*or*

**LSt. 430-1 Cultural Theory and Multicultural Practice**  
*4 sem. hrs.*

This course examines theoretical frameworks used to explore culture and then uses these theories to examine current debates on national identities and multicultural education in an international context. We will discuss how cultures incorporate, marginalize, and exclude people; how they describe and construct those who do not "fit"; how these others perceive themselves; and how contact with the others can potentially transform the culture. Students will have a small-group project in which they study interactions between members of different cultures and an individual seminar project on a culture other than their own. *Treacy. See also Ed. 430, Frn. 430, and Spn. 405.*

**Women's Studies 404-2 Feminist Theory**  
*4 sem. hrs.*

Studies the development of feminism in philosophical theory, primarily in the United States, from the late 18th century to the present. Discussion of historical and current theories and theorists from John Stuart and Harriet Taylor Mill, and Friedrich Engels to Simone DeBeauvoir, Adrienne Rich, Shulamith Firestone, bell hooks, Elizabeth Fox-Genovese. Student projects on theory and practice in contemporary and international women's organizations. Format will combine lecture and discussion. *Staff. (See also WSt. 204.)*

**Upper-level courses and independent study** (LSt. 450-1, 2) in the student's area of specialization. A list of applicable courses is available in the program brochure. *16-20 sem. hrs.*

Degree candidates conclude their program with one of the following courses, by advisement. All students in LSt. 409, 410, or 411 present an oral report at a Master's Colloquium at the end of their final semester.

**LSt. 409-1, 2 Master's Project**  
*4 sem. hrs.*

A research and writing project culminating in a paper of substantial length (20-30 pages), or an exhibit, film, media presentation, etc. Whatever its form, it must include a substantial written component and show evidence of the student's ability to integrate materials relevant to his/her specialization. Proposal must be approved during the semester before the course is taken. Regular meetings with advisers.

**LSt. 410-1, 2 Thesis**  
*8 sem. hrs. (over two semesters)*

A year-long independent research and writing project culminating in a paper of approximately 80 to 100 pages. Proposal must be approved during the semester before the course is taken. The student works with two readers with expertise in the subject area. At the end of the first semester, the student submits a chapter and receives a grade of S (satisfactory). A final is given with the completion or the thesis the following semester.

**LSt. 411-1 or 2 Internship**  
*8 sem. hrs. (over one semester)*

Includes a work experience of 10-15 hours per week under the direction of a supervisor at the workplace and a Simmons adviser. Proposal is due during the semester prior to the internship. Interns keep a journal and submit a final paper integrating their work experience with the rest of their academic work.

Inquiries should be addressed to the Program Director, Graduate Program in Liberal Studies, Simmons College, 300 The Fenway, Boston, MA 02115 (617) 738-2160.

**Laurie Taylor Crumpacker, Ph.D.** *Director of the Graduate Program in Liberal Studies.*

## Graduate School for Health Studies

The Graduate School for Health Studies includes master's-level graduate programs in Health Care Administration, Nursing, and Physical Therapy; and an approved Preprofessional Practice Program (AP4) in Nutrition.

**Harriet G. Tolpin, Ph.D.** *Dean and Professor of Economics*

**Laurel P. Dew, M.A., M.S.** *Assistant Dean*  
**Margaret Guyer, M.A.** *Administrative Assistant*

### Health Care Administration

The Master of Science in Health Care Administration Program is designed to meet the needs of women and men who seek to be leaders in today's changing health care environment. It prepares students for management positions in health care organizations. Its focus is the effective, efficient, and equitable delivery of health services.

Program graduates are expected to:

- 1) Have the knowledge and skills to be effective managers of health care services
- 2) Be capable of critical-analytic thinking
- 3) Bring ethical considerations to the decision-making process
- 4) Anticipate and help create the health care system required for the future.

The curriculum is designed in accord with these expectations and integrates theory from the contributing disciplines with the requirements of practice. Content areas include management of individuals and organizations; the political, legal, and ethical environments; management and analysis of data; economics and finance; epidemiology; and the strategic positioning and marketing of organizations. The integrative field work allows students to focus on specific areas of interest, to work with quantitative tools of analysis and to apply administrative skills directly in

health care organizations. Specialized courses available to students include managed care, labor relations, ethics, and health policy, and electives may be taken in the Communications Management Program.

Because the Health Care Administration program is designed for the working professional, classes are scheduled in the evening during fall, spring, and summer semesters. They are kept small to ensure that learning is interactive, that students are actively engaged with their colleagues and faculty, and that leadership potential is fully realized. Students are drawn from across the United States and from health care organizations in the area. Students currently occupy a variety of management, financial, supervisory and clinical positions, and some are returning to school after considerable time away.

The Program cooperates with the Master of Science Program in Communications Management to offer a Master of Science in Communications Management with a specialization in Health Care Administration.

**Requirements.** Candidates for the Master of Science in Health Care Administration must satisfactorily complete all program courses, with an average of B (3.0) or better. Study may be full or part time. Students must obtain a grade of Pass or higher in HCA 490, Field Research in Health Care Administration. Full-time students can complete the Program in four semesters.

**Admissions.** An applicant for admission should have a baccalaureate degree from an accredited college or university and have achieved an average of B or better in the major field of study. An applicant must submit a completed application form, three professional or academic references, an official undergraduate transcript, and the results of either the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT), taken within the past five years. Foreign students may be asked to submit Test of English as a Foreign Language (TOEFL) scores.



Individual consideration may be given to applicants who do not completely meet the specific requirements for admission. A few individuals with considerable experience within the health care system and no baccalaureate degree are accepted.

Students may enroll in the Health Care Administration program as Special Student for a maximum of two courses, designated by the program. Upon obtaining a grade of B or better in both courses (one of which must be quantitative) a student may apply for formal admission with a waiver of the GRE/GMAT requirement.

## Required Courses

HCA 400	Introduction to Health Care Systems
HCA 411	Epidemiology and Biostatistics
HCA 412	Organizational Behavior
HCA 415	Accounting for Health Care Organizations
HCA 421	Research Methods for Health Care Administrators
HCA 422	Operations Management
HCA 425	Microeconomics and Health Care
HCA 426	Financial Management for Health Care Organizations
HCA 427	Marketing of Health Services and Organizations
HCA 428	Organizational Policy and Strategy
HCA 437	Legal Issues in Health Care
HCA 490	Field Research/Internship

## Elective Courses

HCA 446	The Massachusetts Health Care Economy
HCA 448	Ethical Dimensions of Administrative Decisions
HCA 433	Human Resources Management for Health Care Organizations
HCA 434	Labor Relations in Health Care
HCA 439	Managed Care
HCA 441	Corporate Health Benefits
HCA 442	Delivery System Options for Aging and Disabled Populations

**Linda Roemer, Ph.D.** Associate Professor and Director of the Graduate Program in Health Care Administration

**Robert W. Rosenblum, D.P.H.** Associate Professor of Health Care Administration

**Alice Sapienza, D.B.A.** Associate Professor of Health Care Administration

**Nancy E. Tobey** Program Assistant

**Andrea Bensmiller, B.M.** Staff Assistant

## Adjunct Faculty

**Elizabeth Barbeau, M.P.H.** Associate Director of Combined M.D./M.P.H. Program, Department of Community Health, Tufts University School of Medicine

**Patricia Edraos, M.P.H., M.B.A., J.D.** Director of Health Resources, Massachusetts League of Community Health Centers

**Ronnie Elwell, Ph.D., R.N.** Adjunct Associate Professor

**Patricia Feeley, M.A.** Director of Marketing and Planning, St. Luke's Hospital

**Frank T. Gallo, Ph.D.** Consultant, The Hay Group

**Philip E. Geissinger, M.B.A.** Associate Director of Fiscal Affairs, Massachusetts General Hospital

**Renee Harper, M.B.A., M.S.A.** Financial Analyst/Project Specialist, Digital Equipment Corporation

**James A. Hester, Jr. Ph.D.** Vice President Pilgrim Health Care

**Jim Hyde, M.P.H.** Assistant Professor, Department of Community Health, Tufts University School of Medicine

**Paul Lanzikos, M.B.A.** Principal, Lanzikos, McDonough & Associates

**Fran Lipson, M.Ed.** Senior Vice President, Human Resources, AtlantiCare Medical Center

**Patricia Moody, M.B.A., C.M.C.** Consultant, Patricia Moody, Inc.

**Jane Sjogren, Ph.D.** Visiting Associate Professor of Economics

**Constance Sprauer, M.P.H., J.D.** Attorney, Mintz, Levin, Cohn, Ferris, Glovsky and Popeo, P.C.

**Corey Surett, J.D.** Director, Wage and Hour Division, United States Department of Labor

## Nursing

**The Master of Science in Primary Health Care Nursing: Preparing Nurse Practitioners**

**The Master of Science Completion Program for Practicing Nurse Practitioners**

## **The RN-MS Program for AD and Diploma Nurses**

### **The Post-Master's Nurse Practitioner Certificate Program**

### **The Dual Degree Program in Parent-Child Health with Harvard School of Public Health**

The Master of Science in Primary Health Care Nursing Program is designed to improve and extend the delivery of primary health care by preparing nurses for expanded roles. The program offers four areas of concentration: Adult Primary Care, Adult Primary Care/Occupational Health, Adult Primary Care/Gerontology, and Parent-Child Health (Pediatrics and Women's Health, OB/GYN). The College's educational facilities and the clinical facilities offer a vast range of nationally renowned institutions, including Beth Israel, Brigham and Women's, Massachusetts General, and Children's hospitals, which are effectively utilized to prepare adult nurse practitioners who deliver primary health care to children and/or adults.

The purposes of the Simmons Master of Science in Primary Health Care Nursing program are to provide specialized professional nursing education in the delivery of primary health care nursing to the client, to prepare the graduate to practice as a nurse practitioner, and to provide the foundation for the pursuit of doctoral study.

Graduates of the Program in Primary Health Care Nursing are prepared to meet the challenges of providing primary health care to clients in today's increasingly complex, resource-constrained, health care delivery system. As nurse practitioners, they are prepared to deliver health care in a variety of settings; to address the health needs of target populations, including, but not limited to, the elderly, the indigent, parents and children, and workers; to execute the leadership and management skills critical to expanded nursing roles; and to utilize research skills to expand the knowledge base of nursing. As nurse practitioners

they are well prepared to address the health promotion and preventive health needs of the client, as well as the client's need for management of selected acute and chronic health problems. Graduates of the program possess the knowledge necessary to impact the delivery of care, to define new roles for the nurse practitioner, and to address the issues challenging nursing today.

**Requirements.** Candidates for the Master of Science degree in primary health care nursing must satisfactorily complete a minimum of 43-44 semester hours in either full-time or part-time study. Full-time study is completed in one calendar year, three semesters, and part-time study in two or three calendar years.

### **Master of Science in Primary Health Care Nursing Program Core Courses**

Nur. 481 Theoretical Foundations for Nursing Practice	3 sem. hrs.
Nur. 406, 407, 408 Research Methodology I, II, III	6 sem. hrs.
Nur. 404 Normal and Abnormal Human Physiology	4 sem. hrs.
Nur. 422 Clinical Pharmacology	
Nurses in Ambulatory Care	3 sem. hrs.
Nur. 445 Family Systems Theory in Primary Care Practice	3 sem. hrs.
Nur. 490 Seminar in Leadership and Role Development in Primary Health Care Nursing	3 sem. hrs.
	<hr/> 22 sem. hrs.

### **Adult Primary Care Courses**

Nur. 480, 482 Theory and Practice: Primary Health Care Nursing I, II	13 sem. hrs.
Nur. 484 Theory and Practice: Primary Health Care Nursing III	6 sem. hrs.
Elective or Nur. 450 Independent Study	3 sem. hrs.
	<hr/> 22 sem. hrs.

### Adult Primary Care/Occupational Health Courses

Nur. 480, 482 Theory and Practice: Primary Health Care Nursing I, II	13 sem. hrs.
Nur. 486 Theory and Practice: Primary Health Care Nursing of the Worker	6 sem. hrs.
Nur. 485 Principles of Occupational Health Nursing	3 sem. hrs.
	<u>22</u> sem. hrs.

### Adult Primary Care/Gerontology

Nur. 480, 482 Theory and Practice Primary Health Care Nursing I, II	13 sem. hrs.
Nur. 483 Theoretical Foundations for Gerontological Nursing Practice	3 sem. hrs.
Nur. 488 Theory and Practice: Primary Health Care Nursing of the Geriatric Client	6 sem. hrs.
	<u>22</u> sem. hrs.

### Parent-Child Health Courses

Nur. 460, Parent-Child Nursing: Primary Care I	6 sem. hrs.
Nur. 462 Parent-Child Nursing: Primary Care I	6 sem. hrs.
or	
Nur. 461 Parent-Child Nursing: Women's Health, OB/GYN	6 sem. hrs.
Nur. 464 Parent-Child Nursing: Primary Care III	6 sem. hrs.
Nur. 450 Independent Study or Elective	3 sem. hrs.
	<u>21</u> sem. hrs.

### The Simmons-Harvard Dual Degree Program in Parent-Child Health

This unique two-year/two-degree program is offered by the Simmons College Graduate Program in Nursing in collaboration with the Harvard School of Public Health (HSPH). Applicants are admitted for graduate study at both Simmons and HSPH and enroll in half-time study at each institution for two academic years plus one summer session at Simmons. Successful candidates receive a Master of Science in

Primary Health Care Nursing at Simmons and a Master of Science in Maternal-Child Health at Harvard.

This program is designed for nurses with experience in maternal child health who wish to prepare themselves as primary care providers with expanded skills in parent-child nursing.

This specialization prepares nurses to provide leadership in primary prevention and health promotion for parents and children. Characteristic functions would include: direct provision of primary care for a panel of patients in a community setting such as a community health center, private practice, or a public health agency; participation in program development at local, state, and national levels including needs assessment, program planning, implementation, and evaluation; intra- and interprofessional consultation; technical assistance on parent-child health services; advocacy and education related to parent and child health; and research in this very important area of health care. For a complete listing of course offerings, please contact the Graduate School for Health Studies (617-738-3153).

**Admission.** Admission into the Master of Science in Primary Health Care Nursing Program requires a degree in Nursing from a National League for Nursing accredited program, a license to practice in one of the United States, and the equivalent of two years of full-time clinical nursing experience. Candidates are required to submit a) official transcripts of their previous academic work; b) three letters of recommendation reflecting professional practice and academic achievement, including one from the applicant's undergraduate institution and one from the most recent employer; c) Graduate Record Examination scores; and d) a current statement of their satisfactory health status from their primary care provider, as well as a written statement regarding their professional goals and interest in the program. Candidates are required to have had a course in health assessment and basic statistics prior to admission. They



must carry satisfactory coverage of registered professional nurse liability insurance. Candidates who reach the final selection process are required to have a personal interview before admission into the program.

In addition to the above criteria, to be admitted to the two-year, dual-degree program, applicants must meet the admission criteria of the Harvard School of Public Health.

As in other Simmons College graduate programs, qualified men and minority students are encouraged to apply. Enrollment is limited. Part-time study is available.

### **Master of Science Completion Program**

This program is designed for practicing nurse practitioners already possessing a bachelor's degree who seek to obtain a master's degree. The program is intended for nurse practitioners previously prepared as adult, family, pediatric, women's health (OB/GYN), or geriatric nurse practitioners, and presupposes a strong knowledge base in primary care.

Twenty-three to 30 semester hours are required, given evidence of success in gaining credits in Primary Care Nursing through the program challenge examinations. An additional four credits in Normal and Abnormal Human Physiology may be granted through the challenge exam procedure.

**Admission.** Admission into the Master of Science Completion Program for Practicing Nurse Practitioners requires all previously described requirements under the Master of Science in Primary Health Care Nursing, as well as evidence of satisfactory completion of an NLN accredited, or ANA certified nurse practitioner program.

### **RN-MS Program for Diploma or Associate Degree Nurses**

This program is a unique offering that permits direct admission of the diploma or associate degree RN into any one of the areas of concentration in the Graduate Program in Primary Health Care Nursing. Having met prerequisites, a student can

complete his or her master of science degree in two to four years of full- or part-time study. A bachelor of science degree is not awarded. Admission requirements and sequencing of courses vary from that of the traditional program. Interested applicants should request additional information on this innovative program from the Graduate School for Health Studies (617-738-3153).

### **Post-Master's Nurse Practitioner Certificate Program**

This program is designed for nurses prepared at the master's level in nursing who wish preparation as a nurse practitioner. The program, which can be completed in one or two years, provides graduates with the knowledge and clinical experience necessary to sit for certification exams without repetition of previous master's work. Additional information regarding core courses, specialty courses, and admission requirements can be obtained from the Graduate School for Health Studies (617-738-3153).

### **Graduate Faculty**

**Carol A. Love, R.N., Ph.D.** *Professor of Graduate Nursing and Director of the Graduate Program in Nursing*

**Judy Beal, D.N.Sc., R.N.** *Professor of Graduate Nursing*

**Rebecca Donohue, M.S., R.N., C.** *Assistant Professor*

**Margaret Fitzgerald, M.S. R.N., C., F.N.P.** *Assistant Professor of Graduate Nursing*

**Susan Neary, M.S., R.N., C.** *Assistant Professor of Graduate Nursing*

**Patricia Rissmiller, D.N.Sc., R.N.** *Assistant Professor of Graduate Nursing*

**Patricia White, M.S., R.N., C.** *Assistant Professor of Graduate Nursing*

### **Adjunct Faculty**

**Jane Gardner, Sc.D., R.N.** *Adjunct Associate Professor*

**Theresa Sweeney, Ph.D.** *Adjunct Associate Professor*

**Marlene Freeley, M.S., R.N., C.** *Adjunct Assistant Professor*

**Susan Hagedorn, M.S., R.N., C.** *Adjunct Assistant Professor*  
**Janet Sweeney Rico, M.S., R.W.C.** *Adjunct Assistant Professor*  
**Beverly Rothfield, M.S., R.W.C.** *Adjunct Assistant Professor*

## Staff

**Annette Coscia** *Program Assistant*  
**Nancy Palmer** *Staff Assistant*

## Clinical Affiliations\*

Beth Israel Hospital  
Boston City Hospital  
Brigham and Women's Hospital  
Brighton High School  
Brighton Marine Public Health Center  
Brockton/West Roxbury Veterans Administration Medical Center  
Brookside Park Family Life Center  
Children's Hospital  
East Boston Neighborhood Health Center  
Fallon Clinic, Worcester, MA  
GTE Laboratories, Waltham, MA  
Harvard Community Health Plan  
Holliston Pediatric Group  
Jamaica Plain Primary Care Associates  
Longwood Pediatric Associates  
Massachusetts General Hospital  
New England Medical Center  
Newton North High School  
Norwood Medical Associates  
Perkins School for the Blind  
Quincy Hospital  
Rhode Island Group Health Associates  
Somerville Hospital  
Southborough Medical Group  
Urban Medical Associates  
Whittier Street Health Center  
Willowdale Medical Center  
Woburn Pediatric Associates

For further information and an application, please call or write the Graduate School for Health Studies, Simmons College, 300 The Fenway, Boston, MA 02115, (617) 738-3153.

## Nutrition

### Post-Baccalaureate Nutrition Preprofessional Practice Program (AP4)

This program, approved by the American Dietetic Association, is designed for students who hold a baccalaureate degree and meet the Plan IV/V requirements of the American Dietetic Association. Upon completion of the program, the student is expected to successfully pass the Commission on Dietetic Registration examination.

**Requirements.** Candidates must satisfactorily complete a 28-week, full-time program. Supervised practice at Boston City Hospital, Boston City Hospital Ambulatory Care Center, Administration on Aging/Executive Office of Elder Affairs and Department of Public Health Office of Nutrition provides the students the opportunity to achieve the performance requirements for an entry-level dietitian.

**Admission.** Candidates are required to have a baccalaureate degree from an accredited institution of higher learning and meet the Plan IV/V requirements of the American Dietetic Association. Candidates must submit official transcripts of previous academic work; three letters of recommendation, verification of completion of Plan IV/V, and a completed application form. Candidates may enter the program in the fall semester. For further information regarding admission, contact the Graduate School for Health Studies, Simmons College, 300 The Fenway, Boston, MA 02115. (617) 738-3153.

## Physical Therapy

### The Master of Science Degree in Physical Therapy

The Master of Science Degree in Physical Therapy is designed to prepare individuals to work as physical therapists in a variety of health care settings. Students are trained to fulfill the multidimensional role of the physical therapist practitioner as well as to participate in research, education, and administration.

\*Representative list

The professional program requires a full-time commitment for 6 semesters and one summer session. Students matriculate into the program in the fall. The didactic and clinical course material in each semester is well integrated to allow the student to synthesize and apply newly acquired knowledge and skills. The curriculum is designed to educate men and women as generalists who can serve clients in the areas of health promotion, disease prevention, and rehabilitation.

Over 150 clinical sites located across the country are affiliated with Simmons College. Each student participates in 24 full weeks of clinical education at three different clinical sites before graduating. In consultation with the academic coordinator of clinical education, a well-rounded clinical experience is planned for each student. The clinical education experiences provide students with opportunities to work with skilled practitioners while participating in the practice of physical therapy.

**Requirements.** The physical therapy admissions committee seeks candidates committed to quality health care for individuals requiring the service of a physical therapist.

Applicants must have successfully completed two semesters each, with lab, of general biology, chemistry, and physics; two semesters of psychology; one semester each, with lab, of human anatomy and physiology; and one semester of statistics. Work experience in physical therapy or a related field is highly recommended.

### Admission

Applicants must submit official transcripts of their undergraduate work, scores from the Graduate Record Examination and Miller Analogies Tests (taken within the last five years), a completed application form, and three academic or professional letters of recommendation.

For further information and an application form contact: Simmons College, Graduate School for Health Studies, 300 The Fenway, Boston, MA 02115 (617) 738-3153.

## Courses

PT 340	Principles of Neurokinesiology
PT 305	Principles of Disease & Disability
PT 331	PT in the Health Care System I
PT 355	Introduction to Research
PT 310	Dynamics of Human Movement I
PT 320	Principles of PT Practice
PT 357	Directed Research
PT 341	Advanced Human Anatomy
PT 420	PT Evaluation of Musculoskeletal Systems: Limbs
PT 421	PT Management of Musculoskeletal Systems: Limbs
PT 406	Clinical Sciences I
PT 422	Mgmt. of Musculoskeletal Systems: Head, Neck/Back
PT 423	Mgmt. of Cardiovascular/Pulmonary Systems
HC 400	Intro. to Health Care Systems
PT 470	Clinical Internship I
PT 411	Dynamics of Human Movement II
PT 425	PT Eval. of Neuromuscular System
PT 426	PT Mgmt. of Neuromuscular System
PT 408	Clinical Sciences II
PT 459	Research
PT 471	Clinical Internship II
PT 472	Clinical Internship III
PT 460	Seminar

## Faculty

**Diane Jette, M.S., P.T.** *Program Director and Associate Professor of Physical Therapy*  
**M. Lynn Palmer, Ph.D., P.T.** *Professor of Physical Therapy*  
**Shelley Goodgold-Edwards, D.Sc., P.T.** *Associate Professor in Physical Therapy*  
**Susan Edmond, M.P.H., P.T.** *Assistant Professor of Physical Therapy*  
**Lynn Foord, M.S., P.T.** *Assistant Professor of Physical Therapy and Academic Coordinator of Clinical Education*  
**Mary D. Slavin, Ph.D., P.T.** *Assistant Professor of Physical Therapy*  
**Deborah Heller, M.S., P.T.** *Special Assistant Professor of Physical Therapy*  
**Lynne Wiesel, M.S., P.T.** *Special Assistant Professor of Physical Therapy*  
**Joanne Malerba, M.S., P.T.** *Special Instructor of Physical Therapy*  
**Linda Smith, B.S.** *Administrative Assistant*  
**Maria Mallon, B.A.** *Assistant to the A.C.C.E.*



## Graduate School of Library and Information Science

The Graduate School of Library and Information Science offers professional programs for qualified college graduates, both men and women. One program, fully accredited by the Committee on Accreditation of the American Library Association, leads to the degree of Master of Science upon the completion of 36 semester hours of graduate courses taken in the Simmons College Graduate School of Library and Information Science. The School also offers to in-service librarians continuing education opportunities, as well as an advanced program leading to the Doctor of Arts degree.

The information professions offer a broad range of opportunities in differing specializations and types of libraries and other information centers. Accordingly, the Graduate School of Library and Information Science's Master of Science Program provides a full range of elective specializations to meet the interests of those who wish to work in areas of public, school, college, and university libraries, and in special libraries and information centers. Fundamentally, librarianship and information management focus on books and other media that fill the informational needs of people of all ages and educational levels, as facilitated by the library and information science professional. This ability requires a considered awareness of the significance of the library in both the local community and society at large. It also requires skill to judge information in terms of the needs of individuals who use it. School graduates have found that the ability to organize, retrieve, and collect information has a wide application outside the field of librarianship.

While a general education is an essential foundation for the study of library and information science, a subject interest that has been developed through adequate academic preparation frequently has a direct application in the library

field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social, physical, or biological sciences; the fine arts; and other subject areas.

The School's catalog contains detailed information regarding admission and degree requirements, course offerings, financial aid, and other related material, and should be consulted by those contemplating graduate study in library and information science at Simmons College. Copies of the catalog, schedules of classes, summer session announcements, and application forms may be obtained from the Director of Admissions, Graduate School of Library and Information Science, Simmons College, 300 The Fenway, Boston, MA 02115.

### The Master of Science Program

Candidates for admission to the Master of Science Program must offer assurance of capacity for graduate work. All applicants must hold a baccalaureate degree in the liberal arts or sciences from an accredited college or university. Applicants are expected to have achieved at least a B— average in their overall preparation. Certain candidates may be asked to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the application process.

Admission applications for the Master of Science Program can be obtained from the Director of Admissions of the Graduate School of Library and Information Science. A nonrefundable \$25 application fee, official transcripts of the college record, a statement of graduation, at least two professional or academic recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

In addition, applicants for whom English is not the native language must achieve a satisfactory score on either the English Proficiency Test administered by

the English Language Institute of the University of Michigan or the Test of English as a Foreign Language (TOEFL).

Applicants for the Master of Science Program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study in order to insure proper consideration of their credentials. *It should be noted* that to assure processing, applications must be completed no later than May 15 for the summer session, July 1 for the fall semester, and November 1 for the spring semester. Applications that are completed after the above deadlines, in most cases, will be considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications unless *all required supporting credentials* have been received. Accordingly, the School cannot assume responsibility for processing applications unless *all documents* are in hand by the deadlines indicated above.

Both full- and part-time students may begin their studies in the summer session, the fall semester, or the spring semester; the admission requirements and instructional standards are identical. Courses are offered during regular day-time hours, late afternoons, evenings, and on Saturdays. Courses equivalent to the one-year program are also offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses.

### **The Doctor of Arts Program**

A program leading to the degree of Doctor of Arts, with a specialization in library administration, is a strong component of the School. The objective of the School's Doctor of Arts Program is to provide experienced librarians with intensive advanced preparation for administrative and supervisory careers in libraries and information centers. The Doctor of Arts degree has in recent years become an alternative to the Ph.D. in a

number of academic disciplines because of higher education studies, such as those sponsored by the Carnegie Foundation. Simmons, however, is the first college to offer a doctorate in librarianship.

The Doctor of Arts Program is based upon the conviction of the faculty of the Graduate School of Library and Information Science that advanced study in preparation for higher-level administrative responsibility should focus on specialized knowledge directly applicable to the operational concerns of libraries. The aim of the program is to provide an opportunity for an individualized program of systematic study that is interdisciplinary in character and centers on the application of sound principles of modern management to solve library administration problems. In contrast with programs leading to the Ph.D. or D.L.S., the Doctor of Arts Program is intended exclusively for those planning careers in library management. Using a problem-solving methodology, the program emphasizes the understanding of a systematic approach to the process of decision making. Within the program, students may choose from among public, academic, school, or special library administration as areas of specialization.

All candidates for admission must hold a baccalaureate degree from an accredited institution and an appropriate distribution of liberal arts courses. They must, in addition, either hold a master's degree from a program in library science accredited by the American Library Association or a master's degree in educational media from an accredited institution. Sixty credit hours of graduate work are required for the completion of the program. For those with a second master's degree or other relevant graduate education in addition to the professional degree, up to 24 hours of that graduate work may, at the discretion of the D.A. Committee, be applied toward the 60 hours for the D.A. degree. All studies should reflect a high quality of academic performance through the presentation of a superior academic record.

Candidates for the Doctor of Arts Program must give evidence through a written statement that their professional goals are consistent with the goals of the program. It is expected that all candidates will present a background of several years of library experience, including supervisory or administrative experience. An interview with the Committee on Doctoral Study and appropriate testimonials to the professional competence of the applicant will be required.

A candidate for admission to the Doctor of Arts Program for whom English is not the native language must achieve a satisfactory score on either the English Proficiency Test administered by the English Language Institute of the University of Michigan or the Test of English as a Foreign Language (TOEFL).

Admission is on a selective basis. Candidates must understand that meeting the minimum requirements set forth above does not, in itself, assure admission to the program.

Admission applications for the Doctor of Arts Program can be obtained from the Director of Admissions of the Graduate School of Library and Information Science. A nonrefundable \$25 application fee, official transcripts of all academic work currently in progress or completed, three professional recommendations, a current résumé, a personal statement of professional career goals in relation to the goals of the Doctor of Arts Program, and a personal interview with the Committee on Doctoral Study complete the application for admission. Candidates must submit scores from the Aptitude Test portion of the Graduate Record Examination, or from the Miller Analogies Test, as part of the application process.

## Master of Science Program Courses

*Courses in library and information science are open only to matriculated students in the School, to other graduate students in the College, or to alumni and other master's degree-holding professionals.*

LS 403	Library and Information Science:
LS 404	The Role of Research
LS 406	Principles of Management
	Organization and Management of
LS 407	School Library/Media Centers
LS 408	Reference/Information Services
	Bibliographic Instruction and
	Methods
LS 409	Literature of the Social Sciences
LS 413	Literature of the Humanities
LS 414	Organization and Management of
	Corporate Libraries
LS 415	Organization of Knowledge in
	Libraries
LS 416	Organization of Nonprint
	Materials
LS 417	Advanced Cataloging and
	Classification
LS 418	Technical Services
LS 419	Indexing for Information
	Retrieval
LS 420	Modern Publishing and
	Librarianship
LS 424	The Film in Communication
LS 427	National Information Policy
LS 428	United States Government Infor-
	mation Policies, Resources, and
	Services
LS 430	Introduction to Business
	Literature
LS 431	The Design and Production of
	Instructional Materials
LS 433	Oral History
LS 434	Medical Librarianship
LS 435	Music Librarianship
LS 437	Legal Bibliography
LS 438	Introduction to Archival Methods
	and Services
LS 439	Preservation Management for
	Libraries and Archives
LS 440	Administration of Archives and
	Manuscript Collections
LS 446	Art Documentation
LS 450	Organization and Management of
	Public Libraries
LS 452	Evaluation of Library/
	Information Services
LS 453	Collection Development and
	Management
LS 454	Online and Optical Information
	Services
LS 455	Applied Information Systems
	Design
LS 456	Records Management
LS 458	Database Management
LS 468	Communications Media and the
	Information Professions



LS 470	History of Visual Communication
LS 471	Photographic Archives and Visual Information
LS 475	Organizational/Information Ethics
LS 480	Foundations of Program Design in Services for Children and Adolescents
LS 481	Children's Literature and Media Collections
LS 482	Library Programs and Service to Children
LS 483	Libraries, Contemporary Society, and the Adolescent
LS 484	Literature of Science and Technology
LS 485	Management of Information Technology
LS 486	Systems Analysis in Information Services
LS 487	Optical Technologies and Information Management
LS 489	Automated Services and Systems for Library/Media Operations
LS 490	International and Comparative Librarianship
LS 492	Contemporary Management Theory
LS 496	Internship (N-9)†
LS 497	Internship (5-12)†
LS 498	Practicum: (N-9)†
LS 499	Practicum: (5-12)†
LS 500	Independent Study
LS 520	A-O Topics in Library and Information Science
LS 520A	Collective Bargaining in Libraries
LS 520B	Fiscal Management of Library and Information Systems
LS 520C	Intellectual Freedom and Censorship
LS 520D	Information Entrepreneurship
LS 520H	Emerging Technologies and the Library/Media Center
LS 520I	Hypermedia Information Delivery Systems
LS 520J	OCLC Systems and Services
LS 520N	Literacy: The Issue and the Library's Response
LS 520O	Information Sources for Children
LS 530	Current Topics

†A student who intends to become certified as a Unified Media Specialist is required to take one of the field work components in LS 496-499.

## Concentration in Archives Management

Archivists appraise, collect, organize, preserve and promote the use of unpublished documents found in a variety of formats such as manuscripts, institutional and business records, films, photographs, oral history recordings and their transcriptions, literary correspondence, microfilm, and other nonbook materials. As humankind has become more aware of the value of preserving its documentary heritage, the need for more and better trained archivists has expanded. The Archives Management Concentration is designed to prepare students for archival positions. Students fulfilling the concentration requirements are trained to work with archival and manuscript materials in a variety of settings including those at public archives, colleges and universities, corporations, historical societies, photograph collections, research and public libraries, film libraries and archives, museums, churches, and private foundations.

In addition to the 12 semester hours of required courses for the master's degree, students take the following core courses for the GSLIS Archives Management Concentration: LS 438 Introduction to Archival Methods and Services, LS 439 Preservation Management for Libraries and Archives, and LS 440 Administration of Archives and Manuscript Collections. Internships are a required component of some of the core courses. Current standards for archival certification require knowledge of the practices and theories taught in the core curriculum.

Of the additional 12 semester hours required to complete the degree, Archives Management concentrators work with an adviser to design a program to meet individual backgrounds and goals. Concentrators are urged to choose from the following list of related courses:

- LS 416 Organization of Nonprint Materials
- LS 419 Indexing for Information Retrieval
- LS 424 The Film in Communication
- LS 433 Oral History
- LS 456 Records Management
- LS 470 History of Visual Communication
- LS 471 Photographic Archives and Visual Information
- LS 487 Optical Technologies and Information Management

## The Dual Degree Program in Archives Management

Increasingly, archival employers have recognized that archivists use skills that require both technical training and historical knowledge and seek applicants with master's degrees in both Library and Information Science and History. To meet the needs of students pursuing these positions, the GSLIS and the Simmons College History Department offer a dual-degree program in Archives Management leading to a Master of Science in Library and Information Science and a Master of Arts in History.

Applicants to this 56-semester-hour program must be admitted to both the master's programs of the Simmons College Department of History and to the Graduate School of Library and Information Science. In the GSLIS, students take 12 semester hours of required library and information science courses, 12 semester hours of required core archives courses, and 8 additional semester hours of courses, which include at least 4 semester hours from a select list. In the History Department, 16 semester hours of history courses at the 200-level or above are chosen from the catalog as approved by a History Department adviser. In addition, students must take Historiography and complete a culminating thesis/project. While most students concentrate in American history, other specializations are possible. History students must submit a statement of purpose and, with the History Department adviser, design a course

of study to achieve chronological coverage and exposure to research techniques.

Concurrent application to both programs is not necessary; however, students must be admitted separately to the History portion of the program. The Master of Arts in History is offered only in conjunction with the dual degree program. Students who do not complete the program will need to seek advice on applying credits in history to another degree at Simmons College.

## Doctor of Arts Program Courses

*The following courses are open only to graduate students who have been admitted into the Doctor of Arts Program or who hold postgraduate standing. With permission of the instructor, they may also be open to students who have achieved Master of Science degree candidacy.*

- LS 600 Supervised Study
- LS 602 Public Libraries: Perspectives for Change
- LS 603 Academic Libraries: Perspectives for Change
- LS 632 Research Methods
- LS 642 Applied Statistics for Library Management
- LS 666 Advanced Problems in School Media Center Administration
- LS 667 Internship N-12††
- LS 669 Practicum N-12††
- LS 686 Systems Analysis in Information Services
- LS 692 Contemporary Management Theory
- LS 699 Supervised Field Research

††A student who intends to become certified as a Supervisor/Director is required to take one of the field work components in LS 667 or LS 669.

## Faculty

**Robert D. Stueart, Ph.D.** *Professor of Library and Information Science and Dean, Graduate School of Library and Information Science*

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## Graduate School of Management

### The Master of Business Administration Program

The Simmons College Graduate School of Management offers one-year, full-time, and two- to three-year, part-time courses of study in both functional and behavioral disciplines leading to the Master of Business Administration degree. The School's mission reflects a particular commitment to the needs and interests of women pursuing management careers in the private, public, and nonprofit sectors. Whether the program is completed in one, two, or three years, or on a more extended track, the School provides a rigorous and intense educational experience requiring the completion of 45 credit hours of study. To complete the program in 12 months the



student must complete six courses in each of three semesters (from September to August). To complete the program in two or three years, students (most of whom are currently employed) generally take two or three evening courses each semester. Simmons students have on average ten years of work experience prior to entering the program. The School is open to the non-traditional student—the applicant who does not have a bachelor's degree but who has shown exceptional promise at work—as well as the traditional student who holds an undergraduate or higher degree.

### **The Curriculum**

The Master of Business Administration program is a structured sequence of courses, carefully integrated to build upon and reinforce one another. Students take courses in the basic tools of business (economics, quantitative analysis), and in all the functional areas of business (financial accounting, cost accounting, finance, marketing, operations, and strategic planning). In addition, students study the management component of organizations through courses in management and behavior, managing within the organization, organizational structure, human resources management, and management communication. The process of individual career development is explored through coursework in self-assessment and career planning and through completion of a required internship. Each year a series of advanced elective seminars is offered to allow students to specialize in an area of interest. Past electives have included seminars in Service Marketing, Operations Planning and Control, Contemporary Issues in Accounting, Uses of Power and Influence, and Quantitative Analysis of Investments. Individual course descriptions are included in the Graduate School of Management catalog.

### **Admission**

Candidates for admission must have at least two years of work experience and in

most cases will hold the baccalaureate degree or higher. However, non-traditional applicants who can present a significant record of professional accomplishment will also be considered for admission, although they have not earned a bachelor's degree. Applications are evaluated after the following documents are received: Graduate Management Admission Test scores, three letters of recommendation, and transcripts for all course work beyond high school. Students begin the program in September only. Inquiries regarding admissions should be sent to the Director of Admissions, Simmons College Graduate School of Management, 409 Commonwealth Avenue, Boston, MA 02215, (617) 536-8390. (FAX: 617-738-2909.)

### **Management Development Programs**

The Management Development Programs Department offers executive development programs for women at different levels of management. The programs designed specifically to increase women's management effectiveness in the work place.

The *Program for Developing Executives* (PDE) is an intensive, eight-week open enrollment program adapted from the Graduate School of Management MBA program. The PDE is designed to assist employers in industry, in government agencies and in the non-profit sector in preparing qualified women for positions in upper-middle and senior management. The curriculum focuses on the development of both functional and behavioral skills and on the development of strategic thinking.

The *Program for Developing Managers* (PDM) is a three-week open enrollment intensive course of study in both the quantitative and behavioral aspects of management. This program offers middle managers or technical specialists the opportunity to broaden their knowledge and skills beyond those of their own functional areas or particular specialties.

*Managing for Results* (MFR) is a six-day seminar designed to improve and

increase skills in negotiation, communication, and leadership, and to aid women in managing more effectively in the 1990s.

Cases on women managers are used in all program offerings to explore career and management challenges faced by women in a range of job and industry settings.

For further information contact Management Development Programs, Simmons College Graduate School of Management, 409 Commonwealth Avenue, Boston, MA 02215, Telephone: 617-536-8380. (FAX 617-738-2909.)

## Faculty

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## Staff

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**Judy Matthew, B.A.** *Library Assistant*

**Janice Taylor** *Staff Assistant, External Affairs*

**Julia Anastos, B.A.** *Senior Placement Counselor*

# Graduate School of Social Work

## Master of Social Work Program

The School offers a two-year, full-time graduate program that prepares men and women for advanced direct practice, with particular concentration in the application of clinical methods. An extended program option exists for a small number of students each year whose circumstances necessitate a part-time program. Currently 276 students are enrolled in the program. These students reflect diversity of many kinds, including race and ethnicity, sexual orientation, socioeconomic status, age, and physical disabilities. In addition, they come from a wide range of colleges, various parts of the United States, and from foreign countries.

The School aims to graduate professional social workers who possess the knowledge, values, and skills to enable them to function successfully in social work positions and to grow in ability and responsibility in future practice. Simmons graduates are currently in social work positions of responsibility around the country and throughout the world.

Learning in the Master's Program takes place simultaneously in the classroom and the field placement for all of the curricular areas. These areas include Racism, Human Behaviour and the Social Environment, Clinical Practice, Social Policy, and Research. The curriculum reflects a foundation year which gives students an orientation to practice and to the importance of context in clients' lives. The second year enables students to take an advanced concentration in direct clinical practice. In both years, attention to social work values and to the conceptual basis for social work practice are emphasized. Classroom learning is reinforced, augmented, and tested through the agency placement experience, which takes place three days a week in both the first and second year.

## Admissions

### Requirements for Admission

Applicants can secure an application for admission from the School in early September. This should be filled out and returned to the Admissions Office, School of Social Work. In recent years the number of qualified applicants has greatly exceeded available openings. The School strongly encourages early application. The final date for filing applications is January 31 for admission in the following September. Applicants are responsible for mailing the application packet in one unit to the Admissions Office. The packet includes three letters of reference, transcripts from all colleges attended, a personal statement, application fee, and completed application form. January 31 is the final date for receipt of this material. Applicants applying for readmission must also conform to this schedule.

The School sets the following requirements for admission, some of which may be waived in very special situations:

1. Graduation from an accredited college. It is desirable that applicants have a balanced liberal arts education on the undergraduate level.
2. Evidence of the applicant's intellectual capacity to carry academic work at the graduate level. At least a 3.0 average in the last two years of undergraduate work is required for admission.
3. Evidence of commitment to social work values such as the dignity and freedom of every individual, appreciation of human diversity, social justice and equal access to resources, institutional responsiveness to human needs, and social change.
4. Evidence of the applicant's personal qualifications for social work such as emotional stability, maturity, and the capacity and desire to form helping relationships.
5. Experience in the field of social work. Candidates are expected to have explored the field of social work and social work education. Experience in



service to people might have been obtained through summer employment, field experience in relation to course work, volunteer work during or after college, and/or full-time employment in the human services field after graduation from college.

### **AHANA Students**

Mindful of the value to the School and to the community of increasing the numbers of AHANA students and graduates, the School welcomes applications from Black, Hispanic, Asian, Native-American candidates. The financial need of such applicants is carefully considered. Both full-time and part-time students are encouraged to apply.

### **Foreign Students**

The School has a history of admitting selected students from other countries. Applicants should carefully consider whether the School's curriculum, with its special emphasis on clinical practice, prepares them suitably for work in their own countries. Applicants must meet the stated requirements for admission, and must have a firm plan for financing their education and living expenses in the United States. Applicants are expected to read, write, and speak English fluently. The Test of English as a Foreign Language (TOEFL) examination is required.

### **Degree**

Two full academic years or their equivalent in the extended program are required for the Master of Social Work degree, unless the student has satisfactorily completed the first year in a school of social work that is a member of the Council on Social Work Education. A minimum of 60 semester hours is required for the degree. Candidates must demonstrate the ability to meet a high professional standard in fulfilling the requirements for the degree. See also the section on page 158 on graduate programs.

A catalog giving more detailed information may be obtained by writing to the Admissions Office, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston, MA 02116, or call (617) 738-2939.

## **Courses**

### **Clinical Practice Sequence**

SW 421-1	Social Work Practice I
SW 421-2	Social Work Practice II
SW 423-2	Clinical Social Work with and on Behalf of Children
SW 424-1	Advanced Clinical Practice
SW 431-2	Clinical Social Work: Planned Brief Treatment
SW 432-2	Clinical Social Work with Couples
SW 428-1,2	Clinical Social Work with Families
SW 426-2	Clinical Social Work with Groups
SW 438-2	Clinical Social Work with Alcoholism
SW 464-2	Clinical Practice and Large Systems
SW 475-2	Constructivism and Family Therapy

### **Human Behavior and the Social Environment Sequence**

SW 411-1	Human Growth and the Social Environment
SW 413-1	Organizational Theory
SW 411-2	Human Growth and the Social Environment
SW 414-1	Clinical Psychopathology
SW 417-2	Developmental Perspectives on Psychopathology: Selected Topics
SW 420-2	Psychodynamics of Severe Disturbances
SW 491-2	Disturbances of Childhood and Adolescence
SW 494-2	Multiple Faces of Trauma

### **Research Sequence**

SW 441-1 or -2	Social Work Research
SW 442-0	Social Work Research Practicum

### **Social Policy Sequence**

- SW 401-1 Social Policy and Services
- SW 401-2 Social Policy and Services
- SW 455-1 Law and Social Policy
- SW 458-1 Child and Family Welfare Policy
- SW 463-1 Social Policy and Long-Term Care
- SW 467-1 The Social Policy Implications of AIDS in the 1990s
- SW 468-1 Social Work, Social Welfare Policy, and the Public School System

### **Dynamics of Racism**

- SW 409-1 or -2 Dynamics of Racism

### **Field Education Sequence**

- SW 446 Field Education, Year I
- SW 447 Field Education, Year II

### **Doctor of Philosophy Program**

In the fall of 1983, the Simmons College School of Social Work began a doctoral program. The program is a continuation of the School's long-standing commitment to excellence in the direct practice of social work. The orientation of the program's curriculum is the development of advanced knowledge required for leadership in a variety of clinical roles. Clinical in format, this part-time program is built on the foundation areas of methods, human behavior and the social environment, social policy, and research. Instruction is provided by the School's senior faculty members and other selected educators. Candidates must have an M.S.W., have five years of post-master's social work experience, and have demonstrated superior ability and competence. For more information on the Ph.D. Program, please call or write Carol R. Swenson, D.S.W., Program Director, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston, MA 02116, (617) 738-2930.

### **Courses**

- SW 610-1 Theoretical Approaches to Understanding Human Behavior, Development, and Change I
- SW 650-1 A Research Framework for Viewing Clinical Practice
- SW 630-2 Advanced Clinical Practice I
- SW 670-2 Policy Boundaries for Clinical Social Work Practice
- SW 651-1 Introduction to Statistics and Data Analysis
- SW 671-1 Administration as Policy Management in Human Service Agencies
- SW 611-2 Theoretical Approaches to Understanding Human Behavior, Development, and Change II
- SW 652-2 Advanced Research and Statistics
- SW 653-1,2 Dissertation Seminar
- SW 631-1 Advanced Clinical Practice II
- SW 632-2 Advanced Clinical Practice III

### **Faculty**

**Joseph M. Regan, M.S.W., Ph.D.** *Dean and Professor of Social Work*  
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**Marion Ashby** *Registration Coordinator/Staff Assistant*  
**Frederick Sclafani** *Coordinator of Field Department*  
**Joan Cleary** *Staff Assistant*  
**Donald Lepley** *Staff Assistant*

## Library Staff

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**Mary McKeon** *Assistant Librarian*  
**Regina Ferguson** *Assistant Librarian*

## The Corporation\*

**Joan Melber Warburg, B.S. '45,** *Greenwich, CT, Chair*  
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**Alfred L. Donovan, B.A.,** *Brookline*  
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**Leonade D. Jones, B.S. '69, J.D.,** *M.B.A., Washington, D.C.*  
**Promlaks Nandhabiwat, B.A. '89,** *Bangkok, Thailand*  
**Lucille Sheehan, B.A. '75,** *Stamford, CT*  
**Norton Q. Sloan, M.B.A.,** *Ipswich*  
**Lillian Friedman Topol, B.S. '51,** *Boston*  
**Winifred Tank Lew, B.S. '58,** *Palo Alto, CA*

**Franklin K. Hoyt, LL.B.,** *Emeritus*  
**Arthur Perry, B.A.,** *Emeritus*  
**Mildred Custin, B.S., L.H.D.,** *Emerita*  
**Allan R. Finlay, B.A.,** *Emeritus*

## Emeriti

**Diana Ballin Abbott, M.A., M.P.H.** *Associate Professor of Nutrition, Emerita*  
**Woodrow Wilson Baldwin, Ed.D.** *Professor of Management, Emeritus*  
**Louise Silbert Bandler, M.S.W.** *Professor of Social Work, Emerita*  
**Bancroft Beatley, Ed.D., Litt.D., LL.D., L.H.D.** *President, Emeritus*  
**Mae L. Beck, Ph.D.** *Associate Professor of Chemistry, Emerita*  
**Phyllis Brauner, Ph.D.** *Professor of Chemistry, Emerita*  
**Richard Bruce Carpenter, Ph.D.** *Professor of Art History, Emeritus*  
**Teresa Carterette, Ph.D.** *Professor of Psychology, Emerita*  
**Burton Abercrombie Cleaves, M. Mus.** *Professor of Music, Emeritus*  
**Isabella Kellock Coulter, M.A.** *Professor of Advertising, Emerita*  
**Stephen Russell Deane, Ph.D.** *Professor of Psychology, Emeritus*  
**Josephine R. Fang, Ph.D.** *Professor of Library and Information Science, Emerita*  
**Lucy Ellis Fisher, M.S.** *Professor of Foods, Emerita*  
**Sophie Freud, M.S.W., Ph.D.** *Professor of Social Work, Emerita*  
**Anne Soloveichik Gerber, M.A., M.S.W.** *Professor of Social Work, Emerita*

\*Class years are included with Simmons degrees only.

**Lillian Grayson, Ph.D.** Associate Professor of Psychology, Emerita  
**Henry James Halko, Ph.D.** Professor of History, Emeritus  
**Edith Fishtine Helman, Ph.D., Litt.D.** Professor of Spanish, Emerita  
**Alice M. Hosack, B.S., M.A., D.Sc.** Professor of Nursing, Emerita  
**John Cleary Hunter, Ph.D.** Professor of History, Emeritus  
**Estelle Jussim, D.S.L.** Professor of Library and Information Science, Emerita  
**Manfred Klein, Ph.D.** Professor of German, Emeritus  
**Lawrence L. Langer, Ph.D.** Alumnae Chair Professor of English, Emeritus  
**Elizabeth C. Lemon, Dip. S.W.** Professor of Social Work, Emerita  
**Ruth Shaw Leonard, M.S.** Associate Professor of Library Science, Emerita  
**Charles L'Homme, Ph.D.** Professor of English and Director of the Graduate Programs in English, Emeritus  
**Ann E. Lord, M.S.** Professor of Nursing, Emerita  
**Helen Mamikonian, M.A.** Associate Professor of Foreign Languages, Emeritus  
**James Mendrick McCracken, Jr., M.S.W.** Professor of Social Work, Emeritus  
**Priscilla L. McKee, D.H.A.** Vice President, Emerita  
**Helen McLaughlin, M.S.** Associate Professor of Nursing, Emerita  
**Carroll French Miles, Ph.D.** Professor of Government, Emeritus  
**Margaret Bonney Milliken, M.A.** Associate Professor of English, Emerita  
**James L.V. Newman, M.A.** Professor of French, Emeritus  
**Paul Raymond Nichols, Ph.D.** Professor of Economics, Emeritus  
**George W. Nitchie, Ph.D.** Professor of English, Emeritus  
**Georgia T. Noble, B.S., M.Ed.** Professor of Education, Emerita  
**Carol Ochs, Ph.D.** Professor of Philosophy, Emerita  
**Leo Parente, Ph.D.** Professor of Accounting and Finance, Emeritus

**Ynhui Park, Ph.D.** Professor of Philosophy, Emeritus  
**Alden W. Poole, B.S.** Professor of Journalism, Emeritus  
**Edward Prenowitz, M.A.** Professor of Physics, Emeritus  
**Elizabeth Rawlins, Ed.D.** Associate Professor of Education and Associate Dean, Emerita  
**Margaret Rowe, M.Ed.** Associate Professor of Physical Education, Emerita  
**M. Don Sargent, M.A.** Treasurer, Emeritus  
**Meyer Schwartz, M.S.S.A.** Professor of Social Work, Emeritus  
**Kenneth Raymond Shaffer, B.S. in L.S., D.L.S.** Professor of Library Science, Emeritus  
**Lydia Smith, Ed.D.** Professor of Education, Emerita  
**Walter Steere, M.Ed.,** Business Manager, Emeritus  
**Jessie Stuart, M.A.** Professor of Retailing, Emerita  
**Athena R. Theodore, Ph.D.** Professor of Sociology, Emerita  
**Roy Tollefson, Ph.D.** Professor of Government, Emeritus  
**Everett Leroy Tuttle, B.S., M.S., Ph.D.** Associate Professor of Biology, Emeritus  
**Robert C. Vernon, B.S., M.A., Ph.D.** Professor of Physics, Emeritus  
**Luella D. Wadsworth, B.S.** Assistant Professor of Chemistry, Emerita  
**Diana P. Waldfogel, M.S.W.** Dean and Professor of Social Work, Emerita  
**Martha Gorovitz Waldstein, M.S.S.** Associate Professor of Social Economy, Emerita  
**Elizabeth Weiant, B.S., M.A., M.S., D.Ed.** Associate Professor of Biology, Emerita  
**Dorothy F. Williams, M.S., D. Journ.** Professor of Publishing, Emerita

## **Administrative Offices**

### **Admission**

**Deborah Wright, M.Ed.** *Dean*  
**Jennifer Coulter, M.Ed.** *Associate Director*  
**Tara Dowling, B.A.** *Assistant Director*  
**Heidi Erickson, B.A.** *Assistant Director*  
**Carol Hill, B.A.** *Assistant Director*  
**Michel Wijnands Hawk, B.A.** *Assistant Director*  
**Jane Fidler,** *Assistant to the Dean and Office Manager*  
**Ruth Levitsky, M.S.** *Assistant to the Dean/Computer Systems Coordinator*  
**Cheryl Boni, B.S.** *Admission Counselor*  
**Rene Agard** *Staff Assistant*  
**Kathleen Mathews** *Applications Staff Assistant*  
**Crissilla Parris** *Staff Assistant*  
**Kathleen Scruton B.A.** *Staff Assistant*

### **Alumnae Relations**

**Christine Franklin, B.A.** *Director*  
**Dawn Sinclair, B.S.** *Assistant Director, Special Events*  
**Judith Makrauer, M.A.** *Assistant Director, Education*  
**Lorie Williams, B.A.** *Coordinator of Marketing and Publications*  
**Alcurtis Clark** *Coordinator of Data and Research*  
**Deborah Vaccaro, M.S.** *Administrative Assistant*  
**Anna De Benedictis** *Records Assistant*

### **Business Manager**

**Marcus Buckley, B.A.** *Business Manager*  
**Kathleen Peroni-Callahan, B.A.** *Associate Business Manager*  
**Rita Beal** *Assistant to the Business Manager*  
**James Silva** *Director of Facilities*  
**Kathleen S. Cotter** *Purchasing Assistant*  
**Anna Wagner** *Mail/Switchboard Supervisor*  
**Jean Bean** *Mail/Switchboard Assistant*  
**Carol Stewart** *Supervisor of Operations*

**Paul O. Smith** *Assistant Plant Superintendent, Garland Center*  
**Stanley A. Holmy, B.S.** *Copy Center Supervisor*  
**Leigh Yarworth, B.S.** *Staff Assistant*  
**April Adjei, B.A.** *Housekeeping Supervisor*

### **Career Planning and Counseling Center**

**Jonathan Ehrenworth, Ph.D.** *Director*  
**Louise Christian, Ed.D.** *Associate Director and Consulting Psychologist to the Health Center*  
**Lourdes Rodriguez-Nogues, Ed.D.** *Psychologist*  
**Adele Ash** *Administrative Assistant*

### **Career Services and Student Employment**

**Deborah Curran, M.A.** *Acting Director*  
**Wendy Friend, M.Ed.** *Assistant Director*  
**Linda Spencer, M.S.W.** *Career Assistant*  
**Mary Fitzgerald, B.A.** *Staff Assistant*  
**Stacy Washington, B.A.** *Staff Assistant*

### **Continuing Education: The Dorothea Lynde Dix Scholars Program**

**Carol Pooler, B.S.** *Director*  
**Jean Heaton, B.S.** *Associate Director*  
**Irene Chaput** *Staff Assistant*

### **Dean of the College**

**Carolyn Holland, M.Ed.** *Interim Dean*  
**Susan Scheinfeldt Jordan, B.A.** *Assistant to the Dean and Foreign Student Adviser*  
**Sandra Northrup, M.A.** *Staff Assistant*  
**Catherine Baldwin, B.A.** *Staff Assistant*

### **Development**

**Lynn Clapham, Ph.D.** *Director*  
**Mary Ellen Collins, M.A.** *Director/ Major Gifts*  
**Mary Beth White, J.D.** *Director/ Planned Giving*



**Brenda Reishus, B.A.** *Director/*

*Annual Funds*

**Christine Weisiger, M.A.** *Associate  
Director/Foundation and Corporation  
Support*

**Mary Canavan, B.S.** *Senior  
Development Officer*

**Elizabeth Ann Murphy, B.F.A.**  
*Assistant Director of Annual Funds*

**Deborah Tighe, B.A.** *Assistant Director  
of Major Gifts*

**Thelma Marcus, B.S.** *Administrative  
Assistant*

**Cynthia Voss, B.A.** *Campaign Researcher*

**Jeanne Brooks, B.A.** *Assistant Director  
of Annual Funds*

**Elizabeth Howey, B.S.** *Administrative  
Assistant*

**Jeanne Clifford** *Coordinator of Data*

**Kathleen Downing** *Records Coordinator*

**Anna DeBenedictis** *Records Assistant*

**Regina Logan** *Administrative Assistant*

### **Graduate Studies Admissions**

**Leslie Larocca, M.Ed.** *Director*

**Esperanza Morer** *Staff Assistant*

### **Health Center**

**Kay Peterson, M.D.** *Medical Director  
of Health Services*

**Diane Morrissey, R.N., M.A.** *Adminis-  
trative Director of Health Services*

**Deborah Krepcio, R.N.** *Staff Nurse*

**Christina Spanos, B.S.N.** *Staff Nurse*

**Joan Salie, R.N.** *Staff Nurse*

**Mary Embry, R.N.** *Coordinator of  
Patient Services*

**Randi Lite, M.A.** *Special Instructor in  
Health Education*

**Darla Witmer, M.S.N.** *GYN Nurse  
Practitioner*

**Denise O'Connor, R.N.** *Staff Nurse*

**Joan Sullivan** *Receptionist*

**Mary Griffin, B.S.** *Staff Nurse*

### **Humanities and Summer School**

**Charles Mackey, Ph.D.** *Dean*

**Jean Welch, M.S.** *Assistant to the  
Dean; Coordinator of Summer School*

**Lorine Giberti, B.A.** *Staff Assistant*

### **Human Resources**

**Rebecca Hathaway, M.B.A.** *Director*

**Shirley Manerson** *Assistant Director*

**Susan Gallagher** *Staff Assistant*

### **Library**

**Artemis Kirk, M.S.** *Director*

**Martha Davidson, M.S.** *Associate  
Director for Technical Services*

**Megan Sniffin-Marino** *M.A. College  
Archivist*

**Daphne Harrington, M.L.S.** *Associate  
Director for Public Services*

**Margaret Shue, M.L.S.** *Coordinator of  
the Career Resource Library*

**Ilze Olmsted, M.S.L.S.** *Associate  
Director for Collection Development*

**Marilyn Bregoli, M.S.** *School of Social  
Work Librarian*

**Cheryl Brigante, M.S.** *Coordinator of  
Bibliographic Services*

**Linda Watkins, M.Ed.** *Library Science  
Librarian*

**Anne Pardo, Ph.D.** *Acquisition  
Librarian*

**Tracey Leger-Hornby, M.L.S.** *Assis-  
tant Director for Systems*

**Jane Nash, M.S.L.S.** *Graduate School  
of Management Librarian*

**Peter Carini, B.A.** *Assistant College  
Archivist*

**Elizabeth Donnelly, M.L.S.** *Periodicals  
Librarian*

**Carol Demos, M.L.S.** *Assistant Acqui-  
sition Librarian*

**Katherine Brown, M.S.** *Media Produc-  
tion Specialist*

**Constance Drapeau, B.A.** *Library  
Assistant*

**Gianna Gifford, B.A.** *Media Library  
Assistant*

**Pia Romano, B.S.** *Public Services  
Library Assistant*

**Mia Calivas** *Administrative Assistant*

**Tammy Coney, B.S.** *Graduate School of  
Management Media Library Assistant*

**Bernard Colo, M.Ed.** *Coordinator of  
Media Resources*

**Janine Rousseau, B.A.** *Circulation  
Reserve Library Assistant*

**Francis X. Rogers, M.Ed.** *Media Services Supervisor*  
**Barbara Passoff, M.L.S.** *Microcomputer Services Librarian*  
**Theresa Liedtka, B.A.** *Public Services Library Assistant*  
**Monette Matthew, B.A.** *Graduate School of Management Library Assistant*  
**Regina Ferguson, B.A.** *SSW Library Assistant*  
**Mary McKeon, B.S.** *School of Social Work Library Assistant*

## **President**

**Jean A. Dowdall, Ph.D.** *President*  
**Carol A. Leary, Ph.D.** *Administrative Vice President and Assistant to the President*  
**Catherine Black, M.S.** *Office Manager and Coordinator of Special Projects*  
**Maria Beeman, M.S.** *Administrative Assistant*

## **Public Information**

**Nancy J. Santos, M.A.** *Acting Director*  
**Elizabeth A. Stevenson, M.A.** *Acting Editor of Simmons Review and Associate Editor of Publications*

## **Registrar**

**Donna Dolan, M.S.** *Registrar*  
**Linda Lepow, M.S.** *Associate Registrar*  
**Maureen Boyle, B.A.** *Assistant Registrar*  
**Monica Terrell Key, B.A.** *Assistant Registrar*  
**Susan Branston** *Records Coordinator*  
**Philomena Kilkelly** *Receptionist*  
**Denise Chamberlain** *Assistant to the Registrar*

## **Residence Halls**

**Margaret Wichser, M.A.** *Director of Residence Life*  
**Jay Hargis, M.S.** *Assistant Director of Residence Life*  
**Rebecca Pulling, M.A.** *Assistant Director of Residence*  
**Karen Savage** *Staff Assistant*  
**Jill Brace O'Neill, B.S.** *Resident Director*  
**Hugh Kim, B.A.** *Area Director*

**Maria Rodrigues, B.A.** *Area Director*  
**Lisa Poirier, M.Ed.** *Area Director*  
**Andrea Stultz, B.S.** *Area Director*  
**Lisa Thebner, B.A.** *Area Director*

## **Residence Halls—Plant**

**Dan Slattery, M.Ed.** *Manager of Residence Facility*  
**Joseph Galanek** *Executive Housekeeper*  
**John Doiron** *Grounds Supervisor*  
**Stacy Donovan** *Staff Assistant*

## **Sciences**

**Anne Coghlan, Ph.D.** *Dean*  
**Helen Ularich, B.A.** *Assistant to the Dean*

## **Simmons College Computer Facility**

**Gordon Van Brunt, M.B.A.** *Director*  
**Elena W. Lander, M.B.A.** *Associate Director*  
**Mary Helen Kuhns, M.S.** *Assistant Director/Senior Systems Analyst*  
**Herb Levine, B.A.** *Senior Programmer/Analyst*  
**Jennifer Musumano, B.S.** *Systems Programmer*  
**Benjamin Timmons, B.A.** *Information Systems Coordinator*  
**Nunzio Dibenedetto** *Computer Operator*  
**John Wilson** *Computer Operator*  
**Judith Cain** *Technical Administrative Assistant*

## **Social Sciences and Graduate Studies**

**John Robinson, Ed.D.** *Dean*  
**Diane Armstrong, M.S.** *Assistant Dean for Graduate Program Administration/Assistant to the Dean of Social Sciences*  
**Diane Strong, B.A.** *Administrative Assistant*  
**Lorine Giberti, B.A.** *Staff Assistant*

## **Sponsored Programs**

**Janice Stanwood, M.A.** *Director of Grants and Sponsored Programs*  
**Valerie Beaudrault, M.Ed.** *Staff Assistant*

## **Student Activities Center**

**Jocelyn Briddell, M.S.Ed.** *Director*  
**Robin Sitten, M.A.,** *Assistant Director*

## **Student Financial Aid**

**Lisa Mayer, M.Ed.** *Director*  
**Judith Tarpgaard, M.S.A.** *Associate Director*  
**Joan Perlman, M.A.** *Associate Director*  
**Beth Bolles, B.A.** *Assistant Director*  
**Denise Haynes** *Financial Aid Counselor*  
**Barbara Fazio** *Administrative Assistant*  
**Johnetta Wiles** *Staff Assistant*

## **Supportive Instructional Services**

**Thomas Hurley, M.A.** *Acting Director*  
**Josephine Shaddock, M.Ed.** *Associate Director/Study Skills Adviser*  
**Jeanne Burke, B.S.** *English as a Second Language Specialist*

## **Treasurer**

**Michael West, M.B.A.** *Treasurer*  
**Patricia Fallon, M.S.** *Associate Treasurer/Comptroller*  
**Diane Hallisey, M.S.** *Associate Comptroller*  
**Kathryn Maloney, B.A.** *Payroll Supervisor*  
**Janice Robinson, B.S.** *Senior Accountant*  
**Susan Driscoll, B.A.** *Senior Accountant*  
**Dona Robb** *Administrative Assistant to the Treasurer*  
**Gerard DiChiara, B.A.** *Payroll Assistant*  
**Elizabeth Tibbetts** *Payroll Assistant*  
**Patricia Blood** *Accounts Payable Supervisor*  
**Eileen Hegarty** *Accounts Receivable Supervisor*  
**Suzanne Hughes** *Staff Assistant*  
**Patricia Nickerson** *Administrative Assistant*  
**Julianne Maunsell, B.S.** *Accounts Receivable Assistant*  
**M. Ronald Mendes, B.S.** *Accounts Receivable Assistant*  
**Nora Brennan** *Accounts Payable Assistant*

## **Voting Members of the College Faculty, 1993-94**

**Donald Basch, Professor of Economics**  
B.A., Trinity College, 1968; M.A., 1972, M. Phil., 1973, Ph.D., 1977, Yale University.  
**Kirk Beattie, Associate Professor of Political Science**  
B.A., Kalamazoo College, 1973; M.A., 1977, Ph.D., 1985, University of Michigan.  
**Donna Beers, Associate Professor of Mathematics**  
B.A., 1970, M.S., 1971, Ph.D., 1976, University of Connecticut.  
**Lynda Beltz, Professor of Communications**  
B.A., 1962, M.A., 1963, Ph.D., 1968, Indiana University.  
**Bonita Betters-Reed, Associate Professor of Management**  
B.A., State University of New York, Potsdam, 1973; M.A., Bowling Green State University, 1974; Ph.D., Boston College, 1983.  
**Katherine Bevacqua, Associate Professor of Consumer Resource Management**  
B.S., 1956, M.S., 1958, Pennsylvania State University; M.Ed., Boston University, 1968.  
**Carole Biewener, Assistant Professor of Economics**  
B.A., Douglass College, 1978; Ph.D., University of Massachusetts, 1989.  
**Susan Bloom, Assistant Professor of Education**  
B.S., 1960, M.A., 1981, Simmons College.  
**Peter Bowers, Professor of Chemistry**  
B.A., Cambridge, 1961; Ph.D., University of British Columbia, 1964.  
**Jocelyn Briddell, Director of Student Activities**  
B.A., Rutgers University, 1981; M.A., Trenton State College, 1983.  
**Pamela Bromberg, Professor of English**  
B.A., Wellesley College, 1968; Ph.D., Yale University, 1973.



**David Browder**, *Professor of Mathematics*

B.A., Amherst College, 1966; M.A., 1968, Ph.D., 1971, University of Oregon.

**Michael Brown**, *Associate Professor of Mathematics*

B.A., Columbia University, 1969; Ph.D., Harvard University, 1974.

**Sheila Brown**, *Director of Athletics and Physical Education*

B.A., St. Olaf's College, 1968; M.S., University of Colorado, 1973.

**Jenifer Burckett-Picker**, *Assistant Professor of Spanish*

B.A., Brandeis University, 1967; M.A., San Diego State University, 1980; Ph.D., Claremont Graduate School, San Diego State University, 1986.

**Nancy Brown Carroll**, *Assistant Professor of Communications*

B.A., 1976, M.S., 1989, Simmons College.

**Peter W. Castle**, *Associate Professor of Psychology*

B.A., Harvard College, 1955; Ph.D., Brandeis University, 1970.

**Dana Chandler**, *Professor of Art*

B.S., Massachusetts College of Art, 1967.

**Louise Christian**, *Associate Director of Career Planning and Counseling Center*

B.A., Smith College, 1959; M.Ed., 1974, D.Ed., 1977, Boston University.

**Trusten Frank Crigler**, *Warburg Professor of International Relations*

B.A., Harvard College, 1957.

**Lynn Clapham**, *Director of Development*

B.A., Western Michigan University, 1960; S.T.B., Harvard Divinity School, 1963; Ph.D., Harvard University, 1970.

**Louise G. Cohen**, *Associate Professor of Spanish*

B.S., Simmons College, 1963; M.A., 1964, Ph.D., 1969, Harvard University.

**Caroline Considine**, *Visiting Assistant Professor in Management*

B.A., Brown University, 1965; M.B.A., Boston College, 1983.

**James Corcoran**, *Associate Professor of Communications*

B.A., University of North Dakota, 1980; M.P.A., Harvard University, 1986.

**Diane Coulopoulos**, *Professor of Psychology*

B.A., University of Connecticut, 1960; M.S., 1962, Ph.D., 1970, Tufts University.

**Laurie Crumpacker**, *Professor of History*

B.S., Simmons College, 1963; M.A., Harvard University, 1965; Ph.D., Boston University, 1978.

**Deborah Curran**, *Acting Director of Career Services and Student Employment*

B.A., The College of St. Elizabeth, 1985; M.A., Boston College, 1987.

**Donna M. Dolan**, *Registrar*

B.A., 1984, M.S., 1986, Simmons College.

**Jean A. Dowdall**, *President*

B.A., Brown University, 1963; M.A., University of Rochester, 1965; Ph.D., Brown University, 1972.

**Kathleen Dunn**, *Professor of Education*

B.A., Smith College, 1960; M.A., Radcliffe College, 1961; Ed.D., University of Massachusetts, Amherst, 1975.

**Jonathan Ehrenworth**, *Director of the Career Planning and Counseling Center*

B.A., Carleton College, 1954; Ph.D., Boston University, 1960.

**Patricia C. Fallon**, *Associate Treasurer and Comptroller*

B.A., Stonehill College, 1974; M.S., Northeastern University, 1976.

**Kelly Fisher**, *Assistant Professor of Nursing*

B.S., Fitchburg State College, 1983; M.S., Russell Sage College, 1991.

**Elizabeth Fleming**, *Assistant Professor of Education*

B.S., Fitchburg State College, 1974; M.Ed., 1975, Ed.S., 1977, George Peabody College.

**Deborah Fraioli**, *Associate Professor of French*

B.A., Cornell University, 1965; M.A., 1972, Ph.D., 1981, Syracuse University.

**Christine G. Franklin**, *Director of Alumnae Affairs*

B.A., Wellesley College, 1961.

**Margery Gann**, *Assistant Professor of Nutrition*

B.S., Simmons College, 1974; M.S., Boston University, 1975; M.B.A., Simmons College, 1983

**Barbara F. Gentile**, *Associate Professor of Psychology*

B.A., University of Rochester, 1964; Ph.D., Cornell University, 1972.

**Marlyn Mackey Gillis**, *Associate Professor of Management*

B.A., Lake Erie College, 1958; M.A., Case Western Reserve University, 1959; M.B.A., Babson College, 1975; M.S., Bentley College, 1982.

**Penelope M. Glynn**, *Associate Professor of Nursing*

B.S.N., 1973, M.S., 1974, Ph.D., 1988, Boston University.

**Robert N. Goldman**, *Professor of Mathematics*

B.S., London School of Economics, 1967; M.A., 1968, Ph.D., 1973, Harvard University.

**David Gullette**, *Professor of English*

B.A., Harvard College, 1962; Ph.D., University of North Carolina, 1968.

**Helen Guttentag**, *Assistant Professor of Education*

B.A., Wellesley College, 1962; M.Ed., Harvard University, 1963.

**Elaine C. Hagopian**, *Professor of Sociology*

B.A., 1954, M.A., 1956, Ph.D., 1962, Boston University.

**Iclal S. Hartman**, *Professor of Chemistry*

B.A., 1950, M.A., 1951, Mount Holyoke College; Ph.D., University of Florida, 1963.

**Nancie H. Herbold**, *Professor of Nutrition*

B.S., University of Rhode Island, 1967; M.S., 1974, Ed.D., 1985, Boston University.

**Carolyn Holland**, *Interim Dean of the College*

B.S., Rhode Island College, 1969; M.Ed., University of Virginia, 1972.

**Thomas Hurley**, *Acting Director of Supportive Instructional Services*

B.A., Siena College, 1967; M.A., University of Virginia, 1968.

**Esther Iwanaga**, *Instructor in Writing*  
B.A., University of Connecticut, 1967; M.A., Middlebury College, 1969; M.A., U. Mass/Boston, 1989.

**Reginald Jackson**, *Professor of Communications*

B.F.A., M.F.A., 1970, Yale University; M.S.W., State University of New York, Stony Brook, 1976; Ph.D., Union for Experimenting Colleges and Universities, 1980.

**Lynda Johnson**, *Assistant Professor of Education*

B.A., 1967, M.S. 1976, Simmons College.

**Susan Kasuba**, *Assistant Professor of Management*

B.A., Monmouth College, 1974; M.B.A., Babson College, 1982.

**Susan Keane**, *Associate Professor of French*

B.A., Manhattanville College, 1958; M.A., 1960, Ph.D., 1967, Harvard University.

**Daphne Kenyon**, *Associate Professor of Economics*

B.A., Michigan State University, 1974; M.A., 1976, Ph.D., 1980, University of Michigan.

**Artemis Kirk**, *Director of the Libraries and Lecturer on Library and Information Science*

B.A., Vassar College, 1968; M.A., Harvard University, 1971; M.S., Simmons College, 1975.

**Ann Kittler**, *Assistant Professor of Nursing*

B.S.N., D'Youville College, 1962; M.S.N., Boston University, 1964.

**Leslie Lawrence**, *Instructor in Writing*

B.A., Oberlin College, 1972; M.A.T., Brown University, 1973; M.F.A., Goddard College, 1978.

**Carol A. Leary**, *Administrative Vice President and Assistant to the President*  
B.A., Boston University, 1969; M.S., State University of New York at Albany, 1970; Ph.D., The American University, 1988.

**Zhigang Liu**, *Instructor in Japanese*  
University Diploma, Beijing Normal University, 1979; M.A., Boston University, 1984.

**Jane Lopilato**, *Assistant Professor of Biology*

B.A., Emmanuel College, 1977; Ph.D., Harvard University, 1984.

**Stephen London**, *Professor of Sociology*

B.A., Bowdoin College, 1964; Ph.D., University of Chicago, 1968.

**Richard B. Lyman, Jr.**, *Professor of History*

B.A., Bowdoin College, 1957; M.A., 1960, Ph.D., 1974, Harvard University.

**Rebecca MacDonald**, *Assistant Professor of Education*

B.S., Emerson College, 1977; M.A., 1980, Ph.D., 1983, University of Kansas.

**Charles Mackey**, *Dean of Humanities and Professor of French*

B.A., Occidental College, 1955; Ph.D., Yale University, 1965.

**William Manly**, *Associate Professor of English*

B.A., Amherst College, 1956; M.A., Columbia University, 1957.

**Marion Mason**, *Ruby Winslow Linn Professor of Nutrition*

B.S., Miami University, 1955; M.S., Ohio State University, 1959, Ph.D., Cornell University, 1969.

**Lisa Mayer**, *Director of Student Financial Aid*

B.A., William Smith College, 1974; Ed.M., Harvard University, 1981.

**Margaret S. Menzin**, *Professor of Mathematics*

B.A., Swarthmore College, 1963; M.A., 1967, Ph.D., 1970, Brandeis University.

**Cathryn Mercier**, *Assistant Professor of Education*

B.A., Mt. Holyoke, 1981; M.A., Simmons College, 1984.

**Benjamin Miller**, *Assistant Professor of Psychology*

B.A., Columbia College, 1979; Ph.D., City University of New York, 1991.

**Deborah N. Miner**, *Professor of Political Science*

B.A., Colby College, 1968; Ph.D., Columbia University, 1976.

**Martha Montero-Sieburth**, *Associate Professor of Education*

B.A. MacMurray College, 1966; M.A.T., Washington University, 1969;

M.A., University of the Americas, 1976; Ed.D., Boston University, 1981.

**Lynda L. Moore**, *Associate Professor of Management*

B.A., Hollins College, 1970; M.Ed., Antioch Graduate School, 1975; Ed.D., University of Massachusetts, 1983.

**Phyllis S. Moore**, *Professor of Nursing*  
B.S.N., University of Michigan, 1959; M.S.N., 1963, D.H.Sc., 1969, Boston University.

**Richard Nickerson**, *Professor of Biology*  
B.S., State University of New York, Oneonta, 1963; M.S., 1968, Ph.D., 1972, Syracuse University.

**Doris Olmstead**, *Associate Professor of Physical Education*

B.S., Tufts University, 1955; M.Ed., Boston University, 1962.

**Robert Oppenheim**, *Professor of Art*  
B.F.A., Rhode Island School of Design, 1965; M.F.A., Michigan State University, 1968.

**Mary Owen**, *Assistant Professor of Biology*

B.A., 1976, M.A., 1978, Regis College; Ph.D., Clark University, 1982.

**M. Lynn Palmer**, *Professor of Physical Therapy*

B.S., University of Florida, 1963; Ph.D., University of Oklahoma, 1972.

**Judith Paris**, *Assistant Professor of Nursing*

B.A., Hunter College, 1965; B.S.N., 1974, M.S.N., 1982, University of Connecticut.

**Lowry Pei**, *Associate Professor of English*

B.A., Harvard College, 1967; M.A., 1969, Ph.D., 1975, Stanford University.

**Dolores Peláez Benitz**, *Assistant Professor of Spanish*

B.A./M.A., 1987, Ph.D., 1992, Universidad Complutense de Madrid.

**J. Douglas Perry**, *Associate Professor of English*

B.A., Yale College, 1961; M.A., 1963, Ph.D., 1968, Temple University.

**Raquel Halty Pfaff**, *Professor of Spanish*

B.A., Chatham College, 1966; M.A., 1971, Ph.D., 1976, Harvard University.



**Patricia Piessens**, *Assistant Professor of Nursing*

B.S., 1981, M.S., 1983, Boston University; M.P.H., Harvard University, 1986.

**James U. Piper**, *Professor of Chemistry*  
B.S., Massachusetts Institute of Technology, 1959; M.S., 1961, Ph.D., 1963, Emory University.

**Caroline H. Pooler**, *Director of Continuing Education/The Dorothea Lynde Dix Scholars Program*

B.S., Simmons College, 1953.

**Susan Porter**, *Assistant Professor of History*

B.A., Smith College, 1970; M.A., University of Massachusetts, 1973; Ph.D., Boston University, 1984.

**Raylene Ramsay**, *Associate Professor of French*

B.A., 1966, M.A., 1968, Otago University; Doctorat de l'Université, University of Poitiers, 1972.

**Diane Raymond**, *Professor of Philosophy*

B.A., Vassar College, 1971; M.A., 1973, Ph.D., 1975, New York University.

**Alan Robinson**, *Executive in Residence, Management*

B.A., Bowdoin College, 1958; M.B.A., Columbia University, 1960.

**John S. Robinson**, *Dean of Social Sciences and Graduate Studies and Professor of Education*

B.A., Brown University, 1956; M.A.T., 1957, D.Ed., 1971, Harvard University.

**Michael Rouse**, *Instructor in Management*

B.A., State University of New York at Binghamton, 1976; M.B.A., Boston University, 1981.

**Nancy Santos**, *Acting Director of Public Information*

B.A., Regis College, 1983; M.A., Emerson College, 1985.

**Susan Savage**, *Assistant Professor of Nursing*

B.S., Fitchburg State College, 1981; M.S., Yale University, 1983.

**Barbara A. Sawtelle**, *Associate Professor of Economics*

B.A., University of New Hampshire, 1966; Ph.D., Massachusetts Institute of Technology, 1976.

**Michael Schmidt**, *Assistant Professor of Mathematics*

B.A., Reed College, 1984; Ph.D., Massachusetts Institute of Technology, 1988.

**Lois E. Schoppee**, *Associate Professor of Nursing*

B.A., Bates College, 1958; M.S., University of Pennsylvania, 1961.

**Ahmed Y. Serageldin**, *Assistant Professor of Physics*

B.S., 1975, M.S., 1979, Cairo University; M.S., 1985, Ph.D., 1990, Northeastern University.

**Carol A. Sherwood**, *Assistant Professor of Nursing*

B.S.N., Villanova University, 1975; M.S.N., University of Texas at Austin, 1978.

**Milton Shuch**, *Professor of Retailing*

B.S., 1951, M.A., 1968, Ph.D., 1975, New York University.

**Deborah Smiley**, *Associate Professor of Communications*

B.A., Colby College, 1970; M.F.A., Yale University, 1978.

**Mark Solomon**, *Professor of History*

B.A., Wayne State University, 1962; M.A., University of Michigan, 1963; Ph.D., Harvard University, 1972.

**Leonard J. Soltzberg**, *Hazel Dick*

*Leonard Chair Professor of Chemistry*

B.S., University of Delaware, 1965; M.A., 1967, Ph.D., 1969, Brandeis University.

**Sue Stafford**, *Assistant Professor of Philosophy*

B.A., Wheaton College, 1967; M.A., University of Chicago, 1968; Ph.D., University of Connecticut, 1972.

**Richard C. Sterne**, *Professor of English*

B.A., Columbia University, 1947; Ph.D., Harvard University, 1957.

**Karen Talentino**, *Professor of Biology*

B.A., University of California, 1972; Ph.D., University of Nevada, Reno, 1977.

**Mary Terrell**, *Assistant Professor of Nursing*

B.S., Boston College, 1960; M.S., Boston University, 1975; M.P.H., Harvard School of Public Health, 1977; Ph.D., Brandeis University, 1990.

**Donald W. Thomas**, *Professor of Psychology*  
B.A., 1958, M.A., 1964, University of California, Ph.D., Tufts University, 1966.

**Mary Jane Treacy**, *Professor of Spanish*  
B.A., Emmanuel College, 1969; Ph.D., Boston University, 1978.

**Kimberly Vaeth**, *Instructor in Writing*  
B.A., Randolph-Macon Women's College, 1974; M.A., San Francisco State University, 1981.

**Janie Ward**, *Assistant Professor of Education*  
B.F.A., New York University, 1976; Ed.M., 1981, Ed.D., 1986, Harvard University.

**Bruce Warren**, *Professor of Management*  
B.A., 1968, B.S., 1968, Bryant College; M.B.A., Clark University, 1970; J.D., Suffolk University, 1976.

**Elizabeth Wellington**, *Assistant Professor of Spanish*  
B.A., University of Arizona, 1976; M.A., Johns Hopkins University, 1980; M.A., 1985, Ph.D., 1990, Boston University.

**Michael D. West**, *Treasurer*  
B.S., 1975; M.B.A., 1985, Bentley College.

**Robert F. White**, *Professor of Communications*  
B.A., College of the Holy Cross, 1967; M.S., Boston University, 1969.

**Margaret F. Wichser**, *Director of Residence*  
B.A., Hartwick College, 1976; M.A., Colgate University, 1983.

**Michael W. Williams**, *Associate Professor of Sociology*  
B.A., University of Maryland, 1976; M.A., 1979, Ph.D., 1981, University of Notre Dame.

**N. Sandra Williams**, *Professor of Biology*  
B.A., 1962, M.Ed., 1962, M.A., 1967, Ph.D., 1970, Boston University.

**Judith Wittenberg**, *Professor of English*  
B.A., Cornell University, 1960; M.A., Boston University, 1974; Ph.D., Brown University, 1977.

**Deborah Wright**, *Dean of Admission*  
B.A., Connecticut College, 1975; M.A., 1982, M.Ed., 1983, Columbia University.

## Voting Members of the Graduate School for Health Studies, 1993-94

**Harriet G. Tolpin**, *Dean of the Graduate School for Health Studies and Professor of Economics*  
B.A., Wellesley College, 1967; Ph.D., Boston College, 1973.

**Judy A. Beal**, *Professor of Graduate Nursing*  
B.S., Skidmore College, 1973; M.S.N., Yale University, 1975; D.N.Sc., Boston University, 1983.

**Susan L. Edmond**, *Assistant Professor of Physical Therapy*  
B.A., University of Bridgeport, 1973; B.S., New York University, 1978; M.P.H., Boston University, 1984.

**Margaret Fitzgerald**, *Assistant Professor of Graduate Nursing*  
B.S., Salem State College, 1983; M.S., University of Lowell, 1986.

**Madeline Foord**, *Assistant Professor and Clinical Coordinator of Physical Therapy*  
B.A., Middlebury College, 1977; M.S., Duke University, 1979.

**Shelley Goodgold-Edwards**, *Associate Professor of Physical Therapy*  
B.S., New York University, 1971; D.Sc., Boston University, 1978.

**Diane U. Jette**, *Associate Professor and Director of the Graduate Program in Physical Therapy*  
B.S., Simmons College, 1972; M.S., Boston University, 1984.

**Carol A. Love**, *Professor of Graduate Nursing and Director of the Graduate Program in Nursing*  
B.S., Simmons College, 1961; M.Ed., Xavier University, 1964; Ph.D., University of Cincinnati, 1984.

**Susan R. Neary**, *Assistant Professor of Graduate Nursing*  
B.A., Emmanuel College, 1969; B.S., St. Louis University, 1974; M.S., Simmons College, 1980.

**Patricia N. Rissmiller**, *Assistant Professor of Graduate Nursing*  
B.S.N., Catholic University, 1967; M.S., Boston University, 1970; D. N.Sc., Boston University, 1983.

**Linda Roemer**, *Associate Professor of Health Care Administration and Director of the Graduate Program in Health Care Administration*

B.A., Stanford University, 1960; M.A., 1979, Ph.D., 1980, Tufts University.

**Robert W. Rosenblum**, *Associate Professor of Health Care Administration*

B.A., University of Maryland, 1972; M.P.A., New York University, 1976; D.P.H., Columbia University, 1979.

**Alice M. Sapienza**, *Associate Professor of Health Care Administration*

B.S., Stonehill College, 1964; M.A., Boston College, 1968; M.B.A., 1978, D.B.A., 1984, Harvard Business School.

**Mary D. Slavin**, *Assistant Professor of Physical Therapy*

B.S., Northeastern University, 1972; M.S., Boston University, 1981; Ph.D., Clark University, 1991.

**Patricia White**, *Assistant Professor of Graduate Nursing*

B.A., 1975, M.S., 1981, Boston University.

## **Voting Members of the Graduate School of Library and Information Science Faculty, 1993-94**

**A.J. Anderson**, *Professor of Library and Information Science*

B.A., Bishop's University, 1956; M.S., Simmons College, 1967; D.Ed., Boston University, 1979.

**James C. Baughman**, *Professor of Library and Information Science and Director, Unified Media Specialist Program*

B.S., Clarion State College, 1963; M.S.L.S., Drexel University, 1967; M.A., 1970, Ph.D., 1971, Case Western Reserve University.

**Margaret A. Bush**, *Associate Professor of Library and Information Science*

B.A., 1959, M.L.S., 1960, University of California, Berkeley.

**Ching-chih Chen**, *Associate Dean and Professor of Library and Information Science*

B.A., National Taiwan University, 1959; M.A.L.S., University of Michigan, 1961; Ph.D., Case Western Reserve University, 1974.

**Peter Hernon**, *Professor of Library and Information Science*

B.A., University of Colorado, 1966; M.A., University of Denver, 1976; Ph.D., Indiana University, 1978.

**Sheila Intner**, *Professor of Library and Information Science*

B.A., Northwestern University, 1955; M.L.S., Queens College, City University of New York, 1976; D.L.S., Columbia University, 1982.

**James M. Matarazzo**, *Professor of Library and Information Science*

B.S., 1963, M.A., 1972, Boston College; M.S., Simmons College, 1965; Ph.D., University of Pittsburgh, 1979.

**Gerald Miller**, *Assistant Professor of Library and Information Science*

B.A., Sacred Heart Seminary, 1970; M.Div., St. John's Seminary, 1973; M.A.L.S., University of Michigan, 1986.

**Patricia G. Oyler**, *Associate Professor of Library and Information Science*

B.A., Chestnut Hill College, 1965; M.A., Simmons College, 1976; M.L.S., 1966, Ph.D., 1977, University of Pittsburgh.

**Robin Peek**, *Assistant Professor of Library and Information Science*

B.S., University of Oregon, 1980; M.L.S., Syracuse University, 1988.

**Carolyn Schwartz**, *Associate Professor of Library and Information Science*

B.A., 1969, M.L.S., 1974, McGill University; Ph.D., Syracuse University, 1986.

**L. Allen Smith**, *Associate Professor of Library and Information Science*

B.A., Ohio University, 1963; M.A., University of Denver, 1966; Ph.D., University of Leeds, 1979.

**Robert D. Stueart**, *Dean of the Graduate School of Library and Information Science and Professor of Library and Information Science*

B.A., Southern Arkansas University, 1956; M.S., Louisiana State University, 1961; Ph.D., University of Pittsburgh, 1971.



## **Voting Members of the Graduate School of Management Faculty, 1993-94**

**Nicholas Amdur**, *Adjunct Associate Professor of Management*  
B.S., Carnegie-Mellon University, 1964;  
M.B.A., Boston University, 1968.

**James L. Grant**, *Associate Professor of Management*

B.S., B.A., Babson College, 1971;  
M.B.A., 1975, Ph.D., 1982, University  
of Chicago.

**Susan Hass**, *Associate Professor of Management*

B.S., Boston University, 1971; M.B.A.,  
Harvard University, 1975.

**Mary Louise Hatten**, *Professor of Management*

B.A., Rosary College, 1971; M.S.,  
1972, Ph.D., 1974, Purdue University.

**Margaret Hennig**, *Dean of the Graduate School of Management and Professor of Management*

B.S., Simmons College, 1962; M.B.A.,  
1964, D.B.A., 1971, Harvard  
University.

**Anne Jardim**, *Dean of the Graduate School of Management and Professor of Management*

B.S., University of London, 1958;  
D.B.A., Harvard University, 1967.

**Marcia G. Katz**, *Instructor in Management*

B.A., University of Iowa, 1970;  
M.B.A., Simmons College Graduate  
School of Management, 1977.

**Deborah M. Kolb**, *Professor of Management*

B.A., Vassar College, 1965; M.B.A.,  
University of Colorado, 1973; Ph.D.,  
Massachusetts Institute of Technology,  
1981.

**Ann Lindsey**, *Adjunct Associate Professor of Management*

B.A., University of South Carolina,  
1967; M.B.A., Simmons College Graduate  
School of Management, 1977.

**Deborah L. Marlino**, *Associate Professor of Management*

B.A., 1975, M.B.A., 1978, University  
of Tennessee; Ph.D., University of California, Los Angeles, 1985.

**W. David Novak**, *Associate Professor of Management*

B.A., 1965, Ph.D., 1974, Washington  
State University.

**Jeanne D. Stanton**, *Adjunct Assistant Professor of Management*

B.A., Mills College, 1965; M.B.A.,  
Simmons College Graduate School of  
Management, 1978.

**Catherine B. Wiersema**, *Adjunct Assistant Professor of Management*

M.B.A., Simmons College Graduate  
School of Management, 1986.

## **Voting Members of the School of Social Work Faculty, 1993-94**

**Myrna Bocage**, *Associate Professor of Social Work*

B.A., University of New Orleans, 1970;  
M.S.W., Simmons College School of  
Social Work, 1974.

**Carol Bonner**, *Assistant Dean of the School of Social Work, Dean of Admissions, and Associate Professor of Social Work*

B.A., Mount Holyoke College, 1972;  
M.S., Simmons College School of Social  
Work, 1974; M.B.A., Boston University,  
1986.

**Deanna Brooks**, *Clinical Associate Professor of Social Work*

B.A., University of Akron, 1965; M.S.W.,  
Smith College School for Social Work, 1970.

**Ruth Grossman Dean**, *Associate Professor of Social Work*

B.A., University of Pittsburgh, 1959;  
M.S.W., University of Pittsburgh Graduate  
School of Social Work, 1961;  
D.S.W., Boston College School of Social  
Work, 1989.

**Ann Fleck-Henderson**, *Associate Professor of Social Work*

B.A., Radcliffe College, 1965;  
M.S.S.W., Columbia University School  
of Social Work, 1967.

**Eileen Freiberg-Dale**, *Clinical Associate Professor of Social Work*

B.S., Cornell University, 1965;  
M.S.S.S., Boston University School of Social Work, 1967.

**Abbie K. Frost**, *Associate Professor of Social Work*

B.A., 1973, M.S.S.A., 1977, Ph.D., 1983, Case Western University.

**Betty Garcia**, *Associate Professor of Social Work*

B.S., California State Polytechnic University, 1965; M.S.W., School of Social Work, San Diego State University, 1968; Ph.D., Boston University, 1985.

**Johnnie Hamilton-Mason**, *Assistant Professor of Social Work*

B.S., State College of Boston, 1975; M.S.W., Simmons College School of Social Work, 1978.

**Emeline E. Homonoff**, *Assistant Professor of Social Work*

B.A., Smith College, 1965; M.S.W., Simmons College School of Social Work, 1967; D.S.W., Boston College School of Social Work, 1989.

**Denise Humm-Delgado**, *Associate Professor of Social Work*

B.A., Marymount Manhattan College, 1970; M.S.S.W., Columbia University School of Social Work, 1973; Ph.D., Florence Heller Graduate School, Brandeis University, 1977.

**Michael P. Melendez**, *Assistant Professor of Social Work*

B.A., University of Arizona, Tucson, 1975; M.S.W., Boston University School of Social Work, 1983.

**Kathleen H. Millstein**, *Assistant Professor of Social Work*

B.A., Tufts University, 1969; M.S.W., Smith College, 1974; D.S.W., Boston College, 1986.

**Joseph M. Regan**, *Dean of the School of Social Work, Admissions, and Professor of Social Work*

M.S.W., Loyola University School of Social Work, 1974; Ph.D., Brandeis University, 1978.

**Helen Z. Reinherz**, *Professor of Social Work*

B.A., Wheaton College, 1944; M.S.W., Simmons College School of Social Work, 1946; Sc.D., Harvard School of Public Health, 1965.

**Priscilla M. Riley**, *Associate Professor of Social Work*

B.A., Emmanuel College, 1962; M.S.W., Boston College School of Social Work, 1964.

**Beverly Sealey**, *Assistant Professor of Social Work*

B.A., University of Massachusetts, 1975; M.S.W., Simmons College School of Social Work, 1977.

**Carol R. Swenson**, *Associate Professor of Social Work*

B.A., Mount Holyoke College, 1965; M.S.W., Smith College School of Social Work, 1967; D.S.W., Columbia University School of Social Work, 1983.

## Student Awards and Prizes

### All-College Awards

Alumnae Award for Academic Achievement

Alumnae Honor Award

Jean Bratton Memorial Award

Danielson Memorial Award

Palmer Award

Robert Rankin Award

Barbara J. Rosen, M.D., Award

Julia Myerson Trustman Fellowship

### Departmental/Program Awards

#### Department of Biology

Catherine Jones Witton Award

#### Department of Chemistry

Allen Douglass Bliss Memorial Award

American Institute of Chemists Award

#### Department of Communications

Department Faculty Award

Mariana Evans Creel Award in

Journalism

Advertising Award

Graphic Design Award

Media Arts Award

Public Relations Award

Photography Award

Visual Communications Award

**Graduate Communications**

Lynda Beltz Prize

**Department of Economics**

Patricia Anne McGrory Memorial Award

John Kalchbrenner Outstanding  
Student Award

**Department of Education and  
Human Services**

Barbara Mason Kemp Award

Elizabeth B. Rawlins Award

Douglas Eli Shuch Award

**Department of English**

Wylie Sypher Prize

**Department of Foreign Languages  
and Literatures**

Edward Addelson Award

Foreign Language Prize

**Department of History**

Clio Award

Susan Moskowitz Grand Award

Henry Halko Award

**International Relations Program**

Warburg Prize

**Department of Management**

Beatrice C. Gannon Award

King C. Gillette Award

Wall Street Journal Award in Finance

**Department of Mathematics**

Mathematics Honor Award

**Department of Nursing**

Marjorie Stimson Honor Award

Pauline Wheble Tripp Faculty Award

**Department of Nutrition**

Ruby Winslow Linn Award

Nutrition Faculty Award

**Department of Physical Therapy**

Faculty/Alumnae Award

**Department of Political Science**

Roy M. Tollefson Award

Carroll French Miles Award

**Prince Program in Retail****Management**

Prince School Founder's Prize

Harold D. Hodgkinson Achievement  
Award

**Department of Psychology**

Teresa Carterette Award

Stephen R. Deane Award

**Department of Sociology**

Distinguished Student Award

Departmental Service Award

C. Wright Mills Award

**Women's Studies Program**

Charlotte Perkins Gilman Award

**Graduate School Awards****Library and Information Science**

Kenneth R. Shaffer Outstanding

Student Award

**Management**

Beekhuis Award

Butler Award

Pat Miller Memorial Award

Rappaport Award for Alumna

Achievement

Trahey Prize

**Social Work**

Iris MacRae Award for Achievement in

Social Work

**Women's studies**

Charlotte Perkins Gilman Award

**Endowed Scholarships**

The following are endowed scholarship  
funds of \$20,000 or more at Simmons  
College:

Helen Goller Adams Scholarship

Viola Engler Anderson Scholarship

Marion P. Ayer Scholarship

Smith Tinkham Balkham

Scholarship

Helen Noyes Bickford Scholarship

Blanche L. and Fred H. Bisbee

Scholarship

Helen Blanchard Scholarship

Virginia Bratton Scholarship

Lucille Cummings Brown Scholarship

Bydale Scholarship

Children's Literature Scholarship

Class of 1910 Memorial Scholarship

Class of 1922 Scholarship

Class of 1930 Scholarship (PRIDE II)

Class of 1933 Scholarship (PRIDE II)

Eleanor S. Davis Scholarship

Marion Gray Davis Scholarship

Isabella N. Dunton Scholarship

Mary Garland Continuing Education

Scholarship

Ernest and Dorothy McLennan

Ferdinand Scholarship

Janet Hyde Gildea Scholarship

(PRIDE II)



Alice Ives Gilman Scholarship  
 Ina M. Granara Scholarship  
 Delphine D. Greene Scholarship  
 Katherine Hardwick Scholarship  
 Lavern Averill Hodgkinson Scholarship  
 Elizabeth Balch Holmes Scholarship  
 William Randolph Hearst Scholarship  
 Home Economics Scholarship  
 Elizabeth C. (Dill) Horvath Scholarship  
 Ethel M. Johnson Scholarship  
 The Eloise M. Jordan Scholarship Fund  
 David and Leona Feldberg Karp  
     Scholarship  
 Pearl Mason Keller Scholarship  
 Amelia M. and Minnie E. Kelley  
     Scholarship  
 Anna A. Kloss Scholarship  
 Jane V. Koulouris Leigh Scholarship  
 Bernice Linde Scholarship Fund  
 Kenneth Lamartine Mark School  
 Ruby Winslow Linn Scholarship Fund  
 Ellen F. and Ida M. Mason Scholarship  
 Mary Dickey Masterson Scholarship  
 MICROCOSM Scholarship  
 Frances Rollins Morse Scholarship  
 Zdenka Munzer Scholarship  
 Dorothy Bonn Neal Scholarship  
 Sally Bodwell Nelson Scholarship  
 Ynhui Park Scholarship  
 Florence Stinchfield Patch Scholarship  
 Josephine Perry Peine Scholarship  
 John C. and Harriet Phillips Scholarship  
 George Arlon Polsey Memorial  
     Scholarship  
 Alice Resch Powers Scholarship  
 Christine Ricker Fund for Institutional  
     Studies  
 Pauline Rogers Scholarship Fund  
 Beverly Ryd Small Scholarship Fund  
 Agnes Spencer Roach Scholarship  
 Dr. Barbara J. Rosen Scholarship  
 Harriet L. Rourke Scholarship  
 Simmons College Alumnae Scholarship  
 Smalley Foundation Scholarship  
 Albert Henry Smith Scholarship  
 Catherine W. Smith Scholarship  
 Miriam S. Smith Scholarship  
 Charlotte E. Taskier Scholarship  
 Katherine Wellman Scholarship  
 Ruth E. Hills Wheeler Scholarship  
 Armenia E. Young Scholarship

## **Other Leading Endowments \$20,000 and above**

Class of 1924 Endowment Fund  
     (PRIDE II)  
 Helen Collamore Fund  
 Fredrick G. Crane Memorial Fund  
 Dorothy and Miles Dallison Fund  
 Dorothea L. Dix Fund  
 George H. Ellis Fund  
 Charlotte Nicholas Green Fund  
 Henry Clay Jackson Fund  
 Horatio Appleton Lamb Memorial Fund  
 President Lefavour Fund  
 M. Louise Neil Fund  
 Dorothy Clapp Norton Fund  
 Charles Rittenhouse Fund  
 Julia E. Schaupp Fund  
 Francis & Mildred Sears Fund  
 William T. Sedgwick Memorial Fund  
 John Simmons Endowment Fund  
 Frances Marion Dunning Triplett  
     Memorial Fund  
 Ruth Woodbury Memorial Fund

## **Honorary Degrees Awarded**

### **1992**

**Peggy Charren**, *Doctor of Human  
Service*

**Franklin K. Hoyt**, *Doctor of Humane  
Letters*

**Susan Love, M.D.**, *Doctor of Humane  
Service*

**Lynn Martin**, *Doctor of Public Service*

### **1991**

**Marian Wright Edelman**, *Doctor of  
Human Service*

**Allan R. Finlay**, *Doctor of Humane  
Letters*

**Mary Abbott Hess**, *Doctor of Humane  
Letters*

**Klaus Gerhard Saur**, *Doctor of  
Humane Letters*

### **1990**

**Cathleen Black**, *Doctor of Humane  
Letters*

**Joyce C. Clifford**, *Doctor of Humane  
Science*

**Robert M. Coard**, *Doctor of Public Service*

## **1989**

**Ana Maria Magaloni de Bustamente,** *Doctor of Humane Letters*  
**Her Royal Highness, The Princess Mother of Thailand,** *Doctor of Humane Science*  
**Elizabeth Janeway,** *Doctor of Literature*  
**Patricia Scott Schroeder,** *Doctor of Laws*

## **1988**

**David Anderson,** *Doctor of Public Service*  
**Ruth M. Batson,** *Doctor of Human Service*  
**Mildred Custin,** *Doctor of Business Management*  
**Doris Kearns Goodwin,** *Doctor of Letters*  
**Priscilla L. McKee,** *Doctor of Humane Administration*

## **1987**

**Maya Angelou,** *Doctor of Letters*  
**Jack H. Backman,** *Doctor of Public Service*  
**Larry Kessler,** *Doctor of Human Service*

## **1986**

**Yen-Tsai Feng,** *Doctor of Library Science*  
**Ellen Goodman,** *Doctor of Letters*  
**Kip Tiernan,** *Doctor of Human Service*

## **1985**

**Ethel L. Heins,** *Doctor of Children's Literature*  
**Paul Heins,** *Doctor of Children's Literature*  
**Ruby Winslow Linn,** *Doctor of Humane Letters*  
**Robert E. White,** *Doctor of Public Service*

## **1984**

**Patricia Neal,** *Doctor of Public Arts*  
**Muriel Sutherland Snowden,** *Doctor of Human Service*

**Otto Phillip Snowden,** *Doctor of Human Service*

## **1983**

**David McCord,** *Doctor of Children's Literature*  
**Evelyn Murphy,** *Doctor of Public Service*

## **1982**

**Doriot Anthony Dwyer,** *Doctor of Music*  
**W. Arthur Garrity, Jr.,** *Doctor of Humane Letters*  
**H.E. Sir Shridath Ramphal,** *Doctor of Humane Letters*  
**Margaret E. Readdy, M.D.,** *Doctor of Humane Science*

## **1981**

**Jan Fontein,** *Doctor of Fine Arts*  
**Elizabeth Holtzman,** *Doctor of Laws*

## **1980**

**Margaret E. Kuhn,** *Doctor of Humane Letters*  
**Robert F. Rutherford,** *Doctor of Social Service*  
**Roy Wilkins,** *Doctor of Humane Letters*

## **1979**

**Gregory R. Anrig,** *Doctor of Public Service*  
**F. Adetowun Ogunsheye,** *Doctor of Library Science*  
**Julia M. Walsh,** *Doctor of Business Administration*

## **1978**

**Bancroft Beatley,** *Doctor of Humane Letters*  
**Ethel Bere,** *Doctor of Business Administration*  
**Rosamond Lamb,** *Doctor of Fine Arts*  
**Elda Robb,** *Doctor of Public Service*  
**Louise S. Scott,** *Doctor of Letters*  
**Kenneth Shaffer,** *Doctor of Library Science*  
**Dorothy Williams,** *Doctor of Journalism*

1977

**Shirley Anita St. Hill Chisholm**,  
*Doctor of Humane Letters*  
**Henry Beetle Hough**, *Doctor of Letters*  
**Alice Rossi**, *Doctor of Laws*

1976

**Harriett Moulton Bartlett**, *Doctor of Social Service*  
**Rhetaugh Graves Dumas**, *Doctor of Public Service*  
**William Edgar Park**, *Doctor of Laws*  
**Elie Wiesel**, *Doctor of Letters*

1975

**Sarah Caldwell**, *Doctor of Fine Arts*  
**Arthur R. Taylor**, *Doctor of Humane Letters*

1973

**Eugene Adam Acheson**, *Bachelor of Applied Arts*  
**Gloria Steinem**, *Doctor of Human Justice*  
**Wylie Sypher**, *Doctor of Humane Letters*

1972

**Edith Fishtine Helman**, *Doctor of Letters*  
**Coretta Scott King**, *Doctor of Humane Letters*

1971

**Melnea A. Cass**, *Doctor of Humanities*  
**J. Garton Needham**, *Doctor of Humane Letters*

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## Notice of Nondiscrimination

In accordance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. §2000d *et seq.*), Section 855 of the Public Health Service Act (42 U.S.C. §298b-2), Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §1681 *et seq.*), and the Age Discrimination Act of 1975, as amended (42 U.S.C. §6101 *et seq.*), Simmons College does not discriminate unlawfully on the basis of race, color, national origin, age, sex, sexual orientation, or handicap in admission or access to, or treatment or employment in, its programs or activities. In accordance with applicable law, admission to the College's undergraduate baccalaureate program is reserved to women.

Information and copies of these statutes and the implementing regulations promulgated by the U.S. Department of Health and Human Services (45 C.F.R. Parts 80, 83, 84, 86 and 91) may be obtained from the office of Dr. Carol A. Leary, Administrative Vice President, Simmons College, 300 The Fenway, Boston, MA 02115, telephone (617) 738-2101, TTY (617) 738-2104. Dr. Leary has been designated to oversee the College's efforts to comply with these regulations, with the assistance of other College officials designated by the College President. Information is also available from the U.S. Department of Health and Human Services, Office for Civil Rights, Room 2403, John F. Kennedy Federal Building, Boston, MA 02203,

telephone (617) 565-1340, TTY (617) 565-1343, or the U.S. Department of Education, Office for Civil Rights, Room 222, Post Office and Courthouse Building, Boston, MA 02109, telephone (617) 223-9662, TTY (617) 223-9695.

## Grievance Procedure

A written complaint alleging violation of the Federal sex and handicap discrimination regulations (34 C.F.R. Part 106 and 45 C.F.R. Part 86, implementing Title IX; 34 C.F.R. Part 104 and 45 C.F.R. Part 84, implementing Section 504 of the Rehabilitation Act; and 45 C.F.R. Part 83, implementing Section 855 of the Public Health Service Act) may be filed with the College by any student, employee, or other aggrieved person. Complaints under this procedure will not be processed from applicants for employment or admission. A College employee's allegation that he or she has been subjected to discrimination prohibited by the regulations will be processed under the relevant employee grievance procedure.

A complaint should contain the name and address of the grievant and a brief description of the action alleged to be prohibited by the above regulations. A complaint must be filed with the College President's Office within 60 days after the grievant becomes aware of the alleged violation. The College President or his designee will conduct an appropriate investigation and issue a written decision on the complaint, ordinarily within 45 days.



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